DOCUMENT RESUME

ED 377 310 CE 067 658

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TITLE Research on Current ABLE Services and Recommendations for Achieving Pennsylvania 2000 Goal 6. Final Report.
INSTITUTION Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE 94
NOTE 150p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Access to Information; *Adult Basic Education; *Adult Literacy; Database Design; *Databases; Data Processing; Educational Research; English (Second Language); High School Equivalency Programs; *Literacy Education; *Services; State Surveys; Statewide Planning
IDENTIFIERS 353 Project; *Pennsylvania

ABSTRACT

A project developed a comprehensive database of Pennsylvania state adult literacy service providers that could be used to provide information on service provision to public and private organizations and individuals. The project team distributed a mailed survey to 2,911 known and potential adult literacy service-providing organizations throughout the state, including Pennsylvania Department of Education-funded programs, literacy councils, libraries, and businesses with over 500 employees. The survey questioned organizations on six areas: services, staffing, sites, outreach, technology, and funding. Findings indicated that 324 of 948 responding organizations provided services. The largest categories of service providers were community-based organizations, school districts, and literacy councils. The types of services most likely to be provided were adult basic education, general educational development or alternative secondary education, and basic literacy services. Responding organizations reported approximately 70,000 students being served across all categories of services. They reported 10,029 volunteer tutors, 1,270 part-time teachers/coordinators, and 591 full-time teachers/coordinators in adult literacy provision. Responding organizations used traditional technologies for instruction, staff training, and information sharing, and used mainly government funds to provide services. (Appendixes to the 28-page report are the survey, 17 summary tables, and 15 figures and tables.) (YLB)

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ED 377 310

Research on Current ABLE Services and Recommendations for Achieving Pennsylvania 2000 Goal 6

Final Report

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Contract No.: 098-4011
Fiscal Year: 1993-1994
Federal Project Cost: $29,989

The activity which is the subject of this report was supported in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by these agencies should be inferred.

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Abstract Page

Title: Research on Current ABLE Services and Recommendations for Achieving Pennsylvania 2000 Goal 6

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Purpose:
The purpose of the project was to develop a comprehensive database of state adult literacy service providers that could be used to provide valuable information on service provision to public and private organizations and individuals.
Procedures:
The project team developed a survey and distributed it by mail to 2,911 known and potential adult literacy service-providing organizations throughout the state, including Pennsylvania Department of Education-funded programs, literacy councils, libraries, and businesses with over 500 employees. The survey questioned organizations on six areas, including services, staffing, sites, outreach, technology, and funding. Project staff constructed a database of information on service-providing organizations and analyzed data from each of the six areas.
Summary of Findings:
Three hundred and twenty-four out of 948 responding organizations indicated that they provide services. The largest categories of service providers are community-based organizations (CBOs), school districts, and literacy councils (several literacy councils identified themselves as CBOs). While each type of responding organization has its own unique profile, there are some general findings regarding service providing organizations. The types of services most likely to be provided by responding organizations overall are Adult Basic Education (ABE), General Educational Development or Alternative Secondary Education (GED or ASE), and basic literacy services. Responding organizations reported approximately 70,000 students being served across all categories of services. The greatest number of students are served by ABE, English as a Second Language (ESL), and GED/ASE services. Responding organizations reported 10,029 volunteer tutors, 1,270 part-time teachers/coordinators, and 591 full-time teachers/coordinators involved in adult literacy service provision. Responding organizations use "traditional" technologies (chalkboard, newspaper, and videocassette recorder/player) for instruction and report access to traditional technologies for staff training and information sharing. Responding organizations mainly use government funds to provide services.
Comments (Conclusions, Findings, Barriers, if any):
In spite of attempts to maximize return of surveys, not all providers responded to the survey; for example, 73 percent of Pennsylvania Department of Education-funded programs returned surveys. The results of the analyses should be viewed with caution, but they do allow some general conclusions about the population of Pennsylvania service providers.
Products -- (if applicable):
Products include a final report, containing an executive summary, the finalized survey and cover letter, and results of analyses. A mailing list and a database of state service providers who responded to the survey are available from the Institute for the Study of Adult Literacy.
Descriptors: (To be completed only by Bureau staff)

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Executive Summary

This report summarizes the results of the Pennsylvania survey of adult literacy service provision conducted by the Institute for the Study of Adult Literacy, Penn State, with funds provided by the Pennsylvania Department of Education and matching funds provided by the Pennsylvania 2000 Adult Literacy Task Force.

The goal of the project was to paint a picture of adult literacy service provision in the state of Pennsylvania to better understand service delivery across the state; to compare service provision with Pennsylvania residents' literacy needs; and to provide a basis for a call to action for legislators, business and industry, and other concerned groups. The project surveyed in detail state organizations that provide literacy or basic education services to adults regardless of funding source.

The survey defined adults as individuals over 16 who are not enrolled in secondary school or college. Literacy and basic education services as defined by the survey include: basic literacy, Adult Basic Education (ABE); high school equivalency (GED and ASE -- General Educational Development and Alternative Secondary Education); English as a Second Language (ESL); customized basic skills instruction for work; customized basic skills instruction for family literacy; welfare-to-work literacy; and any other type of basic skills instruction that develops the English language, reading, writing, communication, computation, and problem-solving skills of adults. These skills are all defined as literacy skills by the National Literacy Act.

Institute staff, with review and input from members of the Pennsylvania 2000 Adult Literacy Task Force and members of the Pennsylvania State Coalition for Adult Literacy, designed an eight-page survey to elicit information from organizations providing adult literacy services. Questions covered the following areas: general information on the responding organization (name, address, telephone number, and administrative organization); services; staffing; sites; outreach methods; technology used for instruction and available for staff training and information sharing; and funding. A ninth page provided space for respondents to list other providing organizations, especially business or volunteer efforts, that they knew of in their areas.

The survey was mailed to 2,911 organizations across the state who were known to provide adult literacy or basic education services (Pennsylvania Department of Education-funded programs and literacy councils) or who might be likely to provide those services (including colleges, school districts, libraries, intermediate units, and businesses with over 500 employees, among others). A total of 948 surveys were returned to the Institute. The overall return rate was 33%; the return rates for subgroups of the total were higher or lower. For example, the return rate for Pennsylvania Department of Education funded programs was 73%, while that of businesses with over 500 employees was 12%. The return rate of surveys from the database containing school districts, intermediate units, vocational-technical schools, libraries, literacy councils, and Pennsylvania Department of Education-funded programs was 42%.

Of the 948 surveys that were returned, 324 were returned by service providers.

Results

Results for the 324 organizations indicating that they provide services are discussed below. Each area covered by the survey -- services, staffing, sites, methods of outreach, technology, and funding -- is discussed in a separate section.

Services

The survey asked responding organizations to indicate their administrative organization. The largest categories of service providers are community-based organizations (CBOs; 76 or 24% of responding organizations), school districts (57 or 18% of responding organizations), and literacy councils (22 or 7% of responding organizations). The 76 CBOs include eight additional literacy councils. Figure 1 in Appendix D depicts the number of organizations identifying themselves under each major type. This figure displays 320 rather than 324 total organizations because four organizations did not identify their type.

The survey also asked responding organizations to indicate the number of students they serve under eight categories of services: basic literacy; Adult Basic Education (ABE); General Educational Development (GED) or Alternative Secondary Education (ASE); English as a Second Language (ESL); customized basic skills instruction for family literacy; customized basic skills instruction for work; welfare-to-work literacy; and other customized basic skills programs. The types of services most likely to be provided by responding organizations are ABE (60% of responding organizations say they provide these services), followed by GED/ASE (58% report providing these services), and basic literacy (53% report providing

these services). Only 14% of programs indicate providing customized basic skills instruction for family literacy, and only 19% indicate providing customized basic skills instruction for work. Figure 2 in Appendix D shows the percentage of organizations providing each type of service. Different types of organizations are likely to provide different types of services, however. For example, the types of services likely to be provided by literacy councils are basic literacy (82% of responding councils provide these services) and ESL (77%).

Responding organizations reported a total of 69,687 students being served across all categories of services. The greatest number of students are served by ABE services (18,006 students, or 26% of the total), followed by ESL services (16,590 or 24%), and GED/ASE (13,785 or 20%). Figure 3 in Appendix D shows total numbers and percentages of students served by each service category. The numbers of students served by a particular service category varies depending on the type of organization, however; for example, for CBOs alone the greatest number of students (31%) are served by ESL services.

Staffing

The survey asked responding organizations to list numbers of five categories of staff: volunteer tutors, other volunteers, full-time teachers/coordinators, part-time teachers/coordinators, and other paid staff. Sixty-four percent of responding organizations reported using part-time teachers/coordinators, 52% percent reported using volunteer tutors, and 42% reported using full-time teachers/coordinators. This pattern varies with organization type, however. For example, 70% of CBOs use volunteer tutors and 70% use part-time teachers/coordinators.

Responding organizations reported a total of 14,329 staff. Volunteer tutors are the largest number of staff reported (10,029 or 70% of the total), followed by other volunteers (1,534 or 11%), and part-time teachers/coordinators (1,270 or 9%). Figure 5 in Appendix D shows total numbers and percentages of each staff type reported. However, it is important to note that staff breakdowns look different for different types of organizations. For example, 80% of the staff reported by literacy councils are volunteer tutors, 16% are other volunteers, and 1% are part-time teachers/coordinators. Thirty percent of the staff reported by school districts are volunteer tutors, 30% are part-time teachers/coordinators, and 16% are full-time teachers/coordinators.

Sites

The survey asked respondents to indicate the types of sites where they provide services. The types of sites most likely to be used in the provision of adult literacy and basic education services are schools (28% of responding organizations use schools), organizational headquarters (25% of respondents), and churches or synagogues (24% of respondents). Figure 7 in Appendix D shows the number of organizations that use each type of site. However, different types of organizations rely on different types of sites. For example, school districts are likely to provide services in schools (79% do) while CBOs tend to provide services in their own headquarters (49% do). Literacy councils provide services in libraries (68%), homes (59%), and churches (55%) while intermediate units often provide services in correctional institutions (88%) and schools (56%).

Outreach

The survey asked respondents to note methods they use for recruitment of students, recruitment of volunteers, and public relations. Overall, the outreach methods most likely to be used for recruitment of students are word of mouth (75% percent of organizations reported using this method for this purpose), brochures, fliers and posters (69%), and agency interaction (61%). The outreach methods most likely to be used for recruitment of volunteers are word of mouth (48% of organizations), local newspapers and magazines (40%), and agency interaction (39%). The outreach methods most likely to be used for public relations include local newspapers and magazines (57%), word of mouth (52%), and brochures, fliers, and posters (50%). Figures 8 through 10 in Appendix D show the percentage of organizations that use each type of outreach method for recruitment of students, recruitment of volunteers, and public relations, respectively.

Methods used for the three types of outreach vary somewhat for the different types of organizations, however. For example, while 75% of organizations overall use word of mouth for student recruitment, 100% of literacy councils and 81% of school districts reported using word of mouth for this purpose. While 40% of organizations overall use local newspapers or magazines for recruitment of volunteers, 55% of CBOs and 100% of literacy councils use this method for this purpose. While 24% of organizations overall use their own newsletter for public relations, 59% of literacy councils do so, but only 18% of school districts do so.

Technology

The survey asked organizations to indicate the types of technology they use for instruction. The four methods most frequently noted were chalkboard (79% of organizations); newspaper (67%); videocassette recorder/player (59%); and computers -- either stand alone computers or networked computers with fileserver -- (56%). Figure 11 in Appendix D details the percentage of organizations that reported using various types of technology for instruction. The survey also asked organizations to report the types of technology that they have access to for staff training or information sharing. The four technologies noted most frequently were chalkboard (74% of organizations); videocassette recorder/player (72%); newspaper (63%); and television (63%). Figure 12 in Appendix D details the percentage of organizations that reported having access to various types of technology for staff training or information sharing.

Specific types of technology used for these two purposes vary slightly depending on the type of organization. For example, while 43% of organizations overall use television for instruction, 54% of school districts but only 27% of literacy councils use television for this purpose. Seventy-two percent of organizations overall have access to a videocassette recorder/player for staff training/information sharing. Seventy-two percent of CBOs and 86% of school districts have access to a VCR for this purpose.

Funding

The survey asked responding organizations to indicate categories and amounts of public and private funding that they receive. The most frequently reported categories of government funding were

Section 322 Adult Education Funds (40% of organizations reported receiving these funds) and Act 143 State Adult Literacy Funds (39% of organizations reported receiving these funds). The most frequently reported categories of private funding were funds from individuals (16% of organizations reported receiving these funds) and corporate funds (12% of organizations reported receiving these funds).

Responding organizations reported $25,864,410 in government funding and $6,661,143 in private funding. Community-based organizations receive $7,231,405 in government funding and $2,337,020 in private funding; school districts receive $5,028,726 in government funding and $40,705 in private funding; literacy councils receive $1,081,742 in government funding and $635,998 in private funding; and intermediate units receive $6,036,573 in government funding and $59,355 in private funding (see Figure 13 in Appendix D).

A total of 215 organizations reported dollar amounts for at least some funding category. Assuming organizations received no funding in categories for which they did not report amounts, it is possible to estimate the percentage of each organization's funding that comes from government sources. One hundred and sixty-one organizations receive 75 to 100% of their funding from government sources; 24 receive 50 to 75% of their funding from government sources; nine receive 25 to 50% of their funding from government sources; and 21 receive 0 to 25% from government sources (see Figure 15 in Appendix D). One hundred and seven organizations report receiving 100% of their funding from government sources. This includes 38 school districts, 27 CBOs, one literacy council, and seven intermediate units.

Summary

The picture of adult literacy service provision in Pennsylvania afforded by the results of the statewide survey is one of great diversity. While one can look at results for organizations overall, it is important to keep in mind that the types of organizations providing services (for example, community-based organizations, school districts, and literacy councils) have their own unique profiles. In general, however, four things are clear about organizations providing literacy services in Pennsylvania:

- they provide "traditional" adult literacy and basic education services (ABE, GED/ASE, and basic literacy);
- they heavily use volunteer tutors;
- they use "traditional" technologies (chalkboard, newspaper, and videocassette recorder/player) for instruction and report access to traditional technologies for staff training and information sharing;
- they mainly use government funds to provide services.

Introduction

The goal of this project was to create a comprehensive database of all volunteer, public, and private adult literacy services available in the state of Pennsylvania that could be used to paint a picture of adult literacy service provision in the state. This picture will help a wide variety of audiences to better understand service delivery across the state; will be useful in comparing service provision with Pennsylvania residents' literacy needs; and will provide a basis for a call to action for legislators, business and industry, and other concerned groups.

Background and Rationale for the Project

The Pennsylvania 2000 Adult Literacy Task Force is presently working to achieve, in the state of Pennsylvania, National Education Goal 6 (formerly Goal 5 in earlier drafts of the National Education Goals):

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

The task force members believed that two crucial steps in attaining this goal were to identify literacy needs of adult Pennsylvanians and to identify existing programs that are meeting those needs. The identification of literacy needs of adult Pennsylvanians has been accomplished by Pennsylvania's participation in the State Adult Literacy Survey (Jenkins & Kirsch, 1994), conducted as part of the National Adult Literacy Survey administered by Educational Testing Service (Kirsch, Jungeblut, Jenkins, & Kolstad,

1993). The project discussed in this report was intended to identify and survey programs in the state that are providing adult literacy or basic education services. No comprehensive listing of service providers in the state existed when this project was conceptualized. Partial listings existed (for example, the Pennsylvania Department of Education had listings of programs served by its funding while the Pennsylvania Department of Welfare had its own listings), but no listing included providers funded by all state departments plus programs funded by other sources or private and volunteer efforts.

Purpose and Objectives

The purpose of the project was to meet the need for a comprehensive database of state adult literacy service providers that could be used to provide valuable information to a variety of groups and for a variety of purposes. The project objectives were:

1. Develop and pilot-test a survey instrument;
2. Distribute the survey throughout the Commonwealth;
3. Collect survey data;
4. Create a database of survey data;
5. Analyze the data;
6. Prepare a final report, including survey results and recommendations for achieving Goal 6 in Pennsylvania.

Audience

The audience for this report includes the Pennsylvania 2000 Adult Literacy Task Force, the Pennsylvania Department of Education, the Pennsylvania State Coalition for Adult Literacy, administrators of adult literacy and basic education programs, educators, education policy makers, and business, industry, and union leaders. Its intent is

to describe how the project was conducted, to summarize how the objectives were met, to report on the findings, and to provide recommendations for meeting Goal 6 in Pennsylvania.

Time Frame

The project was conducted between July 1, 1993 and June 30, 1994. Preliminary work with the Pennsylvania 2000 Adult Literacy Task Force and The Pennsylvania State Coalition for Adult Literacy began in June 1993. During the first project quarter, the project team developed and pilot-tested a survey instrument. In addition, they collected and integrated mailing lists of organizations known to be providing literacy services (e. g., programs funded by the Pennsylvania Department of Education) and organizations likely to be providing literacy services (e. g., libraries) to form lists for survey mailing. During the second project quarter, Institute staff mailed the survey to 2, 911 organizations. Institute staff created a database template and began the process of data entry and checking as surveys were returned. During the second quarter and into the third quarter, project staff completed follow-up mailings and follow-up phone calls to organizations that had not yet returned the survey. Data entry and checking continued through the third project quarter and into the fourth project quarter. Project staff completed data analyses and began report writing in the fourth project quarter.

Project Staff and Key Personnel

Penn State University's Institute for the Study of Adult Literacy conducted the project. Co-Principal Investigator Eunice Askov, who is director of the Institute, administered and directed the project. Co-Principal Investigator Lori Forlizzi was responsible for carrying out all

project activities including survey and database development; managing mailings and follow-up; managing data entry, checking, and analyses; and report writing. JoAnn Weinberger, Staff Director of the Pennsylvania 2000 Adult Literacy Task Force, worked closely with Institute staff to plan and guide all project activities. The Pennsylvania 2000 Adult Literacy Task Force and the Pennsylvania State Coalition for Adult Literacy worked with Institute staff to advise on project activities.

Address Where Report May Be Obtained

Copies of this final report may be borrowed from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333

and from the Department of Education's adult education resource centers:

AdvancE
Pennsylvania Department of Education
PDE Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway, Route 8
Gibsonia, PA 15044-9644

Statement of the Problem

At the time this project was conceptualized, no comprehensive database existed to identify and provide information on the various

types of organizations providing adult literacy and basic education services in the state of Pennsylvania. The Pennsylvania 2000 Adult Literacy Task Force believed that a variety of audiences and purposes would benefit from the existence of such a database. The Task Force was particularly interested in comparing information yielded by such a database to the results of the State Adult Literacy Survey that was being conducted by Educational Testing Service. Thus, this project sought to construct a comprehensive and flexible database of information on Pennsylvania programs that are providing adult literacy and basic education services through the following objectives:

1. Develop and pilot-test a survey instrument;
2. Distribute the survey throughout the Commonwealth;
3. Collect survey data;
4. Create a database of survey data;
5. Analyze the data;
6. Prepare a final report, including survey results and recommendations for achieving Goal 6 in Pennsylvania.

Procedures

The following sections describe the procedures followed to achieve each objective. Objectives 2 (distribute the survey) and 3 (collect survey data) are discussed in the same section, as activities undertaken to meet these objectives were closely related. The following sections also discuss evaluation activities for each objective.

Develop and Pilot-test a Survey Instrument

The survey was developed over a four-month period with careful review by members of the Pennsylvania 2000 Adult Literacy Task Force and the Pennsylvania State Coalition for Adult Literacy. Eight

organizations that were members of the Pennsylvania State Coalition for Adult Literacy pilot-tested the survey. JoAnn Weinberger, Staff Director for the Pennsylvania 2000 Adult Literacy Task Force, worked closely with Institute staff during all phases of survey development.

Institute staff met with the Governing Board of the Pennsylvania State Coalition for Adult Literacy and the Pennsylvania 2000 Adult Literacy Task Force in two separate meetings during June, 1993, to plan the scope and content of the survey. Institute staff began developing survey items in late June. The State Coalition Executive Committee reviewed a first draft of the survey in mid-July.

Institute staff mailed a second draft of the survey to members of the Pennsylvania 2000 Adult Literacy Task Force in late July for review. This draft was also pilot-tested by providers in late August 1993. Institute staff mailed the draft survey to directors of ten organizations with a letter requesting that they complete the draft survey on behalf of their organizations. Staff selected organizations that held membership in the Pennsylvania State Coalition for Adult Literacy and that represented a wide variety of organizations that would receive the survey, including community-based organizations, literacy councils, library literacy programs, intermediate units, institutional programs, and Job Training Partnership Act (JTPA) programs. Eight of the ten organizations completed the survey. A list of the organizations that pilot-tested the survey appears in Appendix A.

The Pennsylvania State Coalition Governing Board also reviewed the second draft of the survey at their September, 1993 meeting. In addition, Robert Staver of the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education Programs, then a

Research Associate in charge of the bureau's data collection and analysis, reviewed the survey and provided helpful input during a telephone call with Institute staff in early September.

Institute staff developed a third draft of the survey in mid-September based on feedback from the Task Force members, the providers who had pilot-tested the survey, the Pennsylvania Department of Education, and the Pennsylvania State Coalition Governing Board members. In late September, project staff made minor fine-tuning changes on the survey and developed a cover letter signed by Dr. Eunice N. Askov, Director of the Institute and Mr. Richard C. Torbert, Chair of the Pennsylvania 2000 Adult Literacy Task Force. The cover letter explained the purpose of the project and the target audience. The survey and cover letter were reviewed by the Pennsylvania 2000 Adult Literacy Task Force at their meeting in late September. Project staff made final changes to the survey at this time.

The finalized survey was intended for all organizations in the state that provide literacy or basic education services to adults regardless of funding source. Adults were defined as individuals over 16 who are not enrolled in secondary school or college. Literacy and basic education services as defined by the survey included: basic literacy; Adult Basic Education (ABE); high school equivalency (GED and ASE -- General Educational Development and Alternative Secondary Education); English as a Second Language (ESL); customized basic skills instruction for work; customized basic skills instruction for family literacy; welfare-to-work literacy; and any other type of customized basic skills instruction that develops the English language, reading, writing, communication, computation, and problem

solving skills of adults. These skills are all defined as literacy skills by the National Literacy Act. The finalized survey was eight pages in length and covered the following areas: general information on the responding organization (name, address, telephone number, and administrative organization); services; staffing, sites; outreach methods; technology used for instruction and available for staff training and information sharing; and funding. A ninth page provided space for respondents to list other providing organizations, especially business or volunteer efforts, that they knew of in their areas. A copy of the finalized survey and cover letter are included in Appendix B.

Distribute the Survey and Collect Survey Data

Construct Lists for Survey Mailing

During the first four months of the project, project staff contacted numerous sources, including the Pennsylvania Council of Churches, the Pennsylvania Chamber of Commerce, and the Pennsylvania Association for Adult Continuing Education (PAACE), to identify categories of organizations that provide or potentially provide adult literacy and basic skills services (for example, libraries, school districts, and businesses) and to obtain mailing lists including all such organizations. The Pennsylvania State Coalition Governing Board and the Pennsylvania 2000 Adult Literacy Task Force provided several suggestions regarding sources to contact for lists of programs when Institute staff met with them during the month of June. This section reports lists of organizations successfully obtained and their sources.

The Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, provided lists of programs funded by Act

143 state adult literacy funds and Section 322 federal adult education funds, including the 10% set-aside for institutions (which funds jails, prisons, state correctional institutions, state hospitals, and rehabilitation facilities). The Pennsylvania Department of Welfare provided lists of Single Point of Contact (SPOC) and Transitionally Needy (TN) programs. The nine state staff development centers provided lists of providing organizations within their regions. Tutors of Literacy in the Commonwealth (TLC) provided a list of literacy councils in the state. The State Library of Pennsylvania provided a list of all public libraries in the state. The Pennsylvania School Study Council provided a list of all intermediate units, school districts, and vocational-technical schools in the state. The Pennsylvania Department of Education's Bureau of Information Systems provided a list of proprietary schools and a list of colleges and universities (including community colleges, two-year and four-year private colleges and universities, state-related universities, and State System of Higher Education Schools). The Department of Labor and Industry, Employer Advisory Council Office, provided a list of Pennsylvania businesses with over 500 employees. In addition, the Pennsylvania Business Roundtable agreed to mail the survey directly to its 40 members (major corporations in Pennsylvania). Institute staff used these lists to prepare master lists for survey mailing. Staff reported the parameters of the survey mailing lists to the Pennsylvania 2000 Adult Literacy Task Force at their September, 1993 meeting.

To prepare the master lists, Institute staff checked most of the lists they had obtained, including the Education- and Welfare-funded programs, the staff development center and TLC lists, and the library

and school lists, against the Institute's existing database of Pennsylvania adult literacy service providers and added all that were not already there. Due to time and personnel constraints, staff did not add the proprietary school, higher education, or business lists to the main database; rather, they obtained three copies of each list in the form of mailing labels to accommodate multiple mailings and record keeping.

Thus, four master lists were used for survey mailings: the database containing known adult literacy service providers and other organizations likely to provide adult literacy services; the list of proprietary schools; the list of colleges and universities; and the list of businesses with over 500 employees. Project staff purged the database of any duplicate listings and any listings that overlapped with the other three lists. This left 1629 database entries, along with 245 proprietary school listings, 182 college and university listings, and 815 business listings. The completed survey mailing lists thus consisted of 2,911 entries (including the 40 Business Roundtable corporations).

Mailing labels were printed from the database so that all four mailing lists existed in the form of mailing labels. Each mailing label on the four lists was assigned an identification number that allowed the list it came from to be identified (for example, all identification numbers from the college and university mailing list began with a "C;" all identification numbers from the business list began with a "B").

In an attempt to reach any small businesses who were providing literacy services, project staff placed an article in the TEC/Pennsylvania Small Business United newsletter asking small

businesses who were providing such services to contact the Institute. However, no small business contacts resulted.

Mail the Survey and Collect Survey Data

Institute staff mailed surveys in October, 1993. Each survey was accompanied by the cover letter described earlier, which requested a November, 1993 due date. Institute staff included a return envelope addressed to the Institute with return postage payable by the Institute with each survey. As surveys returned, staff removed entries for responding organizations from the four master mailing lists.

Institute staff completed a follow-up mailing to all organizations which did not respond to the first mailing in late November through early December, 1993. For this mailing, staff adapted the cover letter to request return of the surveys as soon as possible.

The project team undertook several activities to increase response to the survey. An article appeared in the November, 1993 issue of *What's the Buzz* (a newsletter aimed at disseminating information to Pennsylvania literacy providers) reminding program directors to complete and return surveys to the Institute. In January, 1994, Institute staff mailed a reminder memo signed by Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, and another copy of the survey to all Pennsylvania Department of Education-funded programs who had not yet returned the survey. Four members of the Pennsylvania 2000 Adult Literacy Task Force or the Pennsylvania State Coalition for Adult Literacy volunteered to make follow-up phone calls to survey recipients in their regions who had not responded to the survey. These members were from Adult Literacy Action, Penn State Beaver Campus; the Center for Literacy,

Philadelphia; the Mayor's Commission on Literacy, Philadelphia; and the Commission for Workforce Excellence, Pittsburgh. Institute staff provided lists of non-responders to these four organizations in late January, 1994. Finally, Joanne Shane Plummer of the Pennsylvania Department of Public Welfare and Nancy Woods of Adult Literacy Action volunteered to follow up with Welfare-funded programs and programs that were members of Tutors of Literacy in the Commonwealth, respectively. Institute staff sent lists of the programs that had not yet responded to the survey to these individuals in March, 1994.

From October 1993 through March 1994, Institute staff also mailed surveys to any organizations that respondents suggested on page nine of the survey, if the suggested organizations were not on the original mailing lists. Institute staff mailed surveys to 61 additional organizations, and received completed surveys from 28% of them.

A total of 948 surveys were returned to the Institute. The overall return rate was 33%; the return rates for subgroups of the total were higher or lower. For example, the return rate for Pennsylvania Department of Education-funded programs was 73%, while that of businesses with over 500 employees was 12%. The return rate of surveys from the database containing school districts, intermediate units, vocational-technical schools, libraries, literacy councils, and Pennsylvania Department of Education-funded programs was 42%. Of the 948 surveys that were returned, 324 were returned by service providers.

Create a Database of Survey Data

Institute staff created a database containing information on the 324 organizations who returned surveys indicating that they provide services. Institute staff created a FileMaker Pro 2.1 file containing information on each responding organization from page one of the survey: name of organization, address, phone, FAX, and electronic mail address, the name and title of the contact person who filled out the survey, and the survey identification number. Staff constructed files containing responses to other items on the survey in StatView 4.01: information on administrative organization, whether or not services are provided directly, and responses to questions on each of the six areas of the survey (services, staffing, sites, outreach, technology, and funding). The StatView database also contained the identification number of each survey so that the information on responses to survey items in these files could be linked to general organization information in the FileMaker file.

Institute staff entered responses as they appeared on the surveys. Each data point was entered and independently checked to insure accuracy of the data representation.

Analyze the Data

Institute staff conducted preliminary analyses of the data in the beginning of April, 1994. Institute staff presented the results of these analyses to the Pennsylvania 2000 Adult Literacy Task Force in late April. Institute staff conducted additional analyses requested by the Pennsylvania 2000 Adult Literacy Task Force and follow-up analyses during the months of May and June, 1994.

Results

This section will present results of the major analyses for each of the six areas of the survey: services, staffing, sites, outreach, technology, and funding. Appendix C includes tables summarizing the results of all basic analyses as they may be of interest to readers who wish to explore some aspect of the data not addressed specifically in this section.

Services. The survey asked responding organizations to indicate their administrative organization. The largest categories of service providers are community-based organizations (CBOs; 76 or 24% of responding organizations), school districts (57 or 18% of responding organizations), and literacy councils (22 or 7% of responding organizations). It should be noted that eight organizations that identified themselves as CBOs on the survey are also literacy councils (members of Tutors of Literacy in the Commonwealth), so a total of 30 literacy councils responded to the survey. Figure 1 in Appendix D graphically depicts the number of organizations identifying themselves under each major type. This figure displays 320 rather than 324 total organizations because four organizations did not identify their type. Eleven businesses indicate that they provide services.

The survey also asked responding organizations to indicate the number of students they serve under eight categories of services: basic literacy; Adult Basic Education (ABE); General Educational Development (GED) or Alternative Secondary Education (ASE); English as a Second Language (ESL); customized basic skills instruction for family literacy; customized basic skills instruction for work; welfare-to-work literacy; and other customized basic skills

programs. The types of services most likely to be provided by responding organizations overall are ABE (191, or 60% of responding organizations say they provide these services), followed by GED/ASE (185 organizations, or 58%), and basic literacy (170 organizations, or 53%). Forty-four responding organizations, or 14%, report providing customized basic skills instruction for family literacy, and 60 organizations, or 19%, report providing customized basic skills instruction for work. Figure 2 in Appendix D shows the percent of organizations providing each type of service. Different types of organizations are likely to provide different types of services, however. For example, the types of services most likely to be provided by literacy councils are basic literacy (82% of responding literacy councils provide these services) and ESL (77% of responding literacy councils provide ESL services). Table 1 in Appendix D shows the percentage of CBOs, school districts, literacy councils, and intermediate units providing each type of service.

Responding organizations reported a total of 69,687 students being served across all categories of services. When looking at types of organizations, the greatest number of students are served by CBOs (18,830 or 27% of the total), followed by intermediate units (14,093 or 20%), and school districts (10,489 or 15%). Table 2 in Appendix D shows the total number and percentage of students served by each type of organization.

When looking at types of services, the greatest number of students are served by ABE services (18,006 students, or 26% of the total), followed by ESL services (16,590, or 24%), and GED/ASE (13,785 or 20%). Figure 3 in Appendix D shows total numbers and

percentages of students served by each service category. The numbers of students served by a particular service category varies depending on the type of organization, however; for example, for CBOs alone the greatest number of students (31%) are served by ESL services. Table 3 in Appendix D shows percentages of students served by each service category for CBOs, school districts, literacy councils, and intermediate units.

The types of services that serve the greatest numbers of students on average are ESL and ABE, followed by GED/ASE and Basic Literacy. Figure 4 in Appendix D shows the average numbers of students in each type of service reported by all organizations that provide those services (and that gave numbers of students receiving those services). This also varies depending upon the type of organization. Table 4 in Appendix D shows the average number of students in each type of service reported by CBOs, school districts, literacy councils, and intermediate units.

Readers should interpret these numbers with caution. The design of the survey did not allow project staff to determine the extent to which single students were counted in more than one category. In addition, some organizations indicated that they provided particular types of services but did not report numbers of students served.

Staffing. The survey asked responding organizations to list numbers of five categories of staff: volunteer tutors, other volunteers, full-time teachers/coordinators, part-time teachers/coordinators, and other paid staff. Sixty-four percent of responding organizations reported using part-time teachers/coordinators; 55% reported using other paid staff; 52% reported using volunteer tutors; 42% reported

using full-time teachers/coordinators; and 29% reported using other volunteers. This pattern varies with organization type, however. For example, 70% of CBOs use volunteer tutors and 70% use part-time teachers/coordinators. Ninety-six percent of literacy councils use volunteer tutors and 68% use part-time teachers/coordinators. Table 5 in Appendix D shows the percentage of CBOs, school districts, literacy councils, and intermediate units using each type of staff.

Responding organizations reported a total of 14,329 staff. Community-based organizations report the greatest number of staff (4,158 or 29% of the total), followed by literacy councils (3,681 or 26%), and libraries (1,615 or 11%). Table 6 in Appendix D shows the total number and percentage of staff used by each type of organization.

Volunteer tutors are the largest number of staff reported (10,029 or 70% of the total), followed by other volunteers (1,534 or 11%), and part-time teachers/coordinators (1,270 or 9%). Figure 5 in Appendix D shows total numbers and percentages of each staff type reported. However, it is important to note that staff breakdowns look different for different types of organizations. Table 7 in Appendix D shows percentages of the different staff types reported by community-based organizations, school districts, literacy councils, and intermediate units.

Figure 6 in Appendix D shows average numbers of each staff type used by organizations overall. Again, this pattern varies for different types of organizations. Table 8 in Appendix D shows average numbers of the different staff types reported by community-based organizations, school districts, literacy councils, and intermediate units.

Readers should interpret these staff numbers with caution. Some organizations indicated that they use particular types of staff but did not report numbers of staff. In addition, five organizations appeared to count total staff for the entire organization rather than only staff involved in providing literacy services. Project staff excluded these organizations from these analyses, however it is possible that other responding organizations also reported total numbers of staff.

Sites. The survey asked respondents to indicate the types of sites where they provide services. The types of sites most likely to be used in the provision of adult literacy and basic education services are schools (28% of responding organizations use schools), organizational headquarters (25% of respondents), and churches or synagogues (24% of respondents). However, different types of organizations rely on different types of sites. For example, school districts are likely to provide services in schools (79% do) while CBOs tend to provide services in their own headquarters (49% do). Literacy councils provide services in libraries (68%), homes (59%), and churches (55%) while intermediate units often provide services in correctional institutions (88%) and schools (56%). Figure 7 in Appendix D shows the number of organizations that use each type of site. Table 9 in Appendix D shows the percentage of community-based organizations, school districts, literacy councils, and intermediate units that use each type of site.

Outreach. The survey asked respondents to note methods they use for recruitment of students, recruitment of volunteers, and public relations. Overall, the outreach methods most likely to be used for recruitment of students are word of mouth (75% of organizations

reported using this method for this purpose), brochures, fliers, and posters (69%), and agency interaction (61%). The outreach methods most likely to be used for recruitment of volunteers are word of mouth (48% of organizations), local newspapers and magazines (40%), and agency interaction (39%). The outreach methods most likely to be used for public relations include local newspapers and magazines (57%), word of mouth (52%), and brochures, fliers and posters (50%). Figures 8 through 10 in Appendix D show the percentage of organizations that use each type of outreach method for recruitment of students, recruitment of volunteers, and public relations, respectively.

Methods used for the three types of outreach vary somewhat for the different types of organizations, however. For example, while 75% of organizations overall use word of mouth for student recruitment, 100% of literacy councils and 81% of school districts reported using word of mouth for this purpose. While 40% of organizations overall use local newspapers or magazines for recruitment of volunteers, 55% of CBOs and 100% of literacy councils use this method for this purpose. While 24% of organizations overall use their own newsletter for public relations, 59% of literacy councils do so, but only 18% of school districts do so. Tables 10 through 12 in Appendix D show the percentage of community-based organizations, school districts, literacy councils, and intermediate units that use various types of outreach for recruitment of students, recruitment of volunteers, and public relations, respectively.

Technology. The survey asked organizations to indicate the types of technology they use for instruction. The four methods most

frequently noted were chalkboard (79% of organizations); newspaper (67%); videocassette recorder/player (59%); and computers -- either stand-alone computers or networked computers with fileserver -- (56%). Figure 11 in Appendix D details the percentage of organizations that reported using various types of technology for instruction. The survey also asked organizations to report the types of technology that they have access to for staff training or information sharing. The four technologies noted most frequently were chalkboard (74% of organizations); videocassette recorder/player (72%); newspaper (63%); and television (63%). Figure 12 in Appendix D details the percentage of organizations that reported having access to various types of technology for staff training or information sharing.

Specific types of technology used for these two purposes vary slightly depending on the type of organization. For example, while 43% of organizations overall use television for instruction, 54% of school districts but only 27% of literacy councils use television for this purpose. Seventy-two percent of organizations overall have access to a videocassette recorder/player for staff training/information sharing. Seventy-two percent of CBOs and 86% of school districts have access to a VCR for this purpose. Table 13 in Appendix D shows the percentage of CBOs, school districts, literacy councils, and intermediate units that use each type of technology for instruction. Table 14 in Appendix D shows the percentage of these same types of organizations that have access to each type of technology for staff training or information sharing.

Funding. The survey asked responding organizations to indicate categories and amounts of public and private funding that they receive. The most frequently reported categories of government funding were Section 322 Adult Education Funds (40% of organizations reported receiving these funds) and Act 143 State Adult Literacy Funds (39% of organizations reported receiving these funds). The most frequently reported categories of private funding were funds from individuals (16% of organizations reported receiving these funds) and corporate funds (12% of organizations reported receiving these funds).

Responding organizations reported $25,864,410 in government funding and $6,661,143 in private funding. Community-based organizations receive $7,231,405 in government funding and $2,337,020 in private funding; school districts receive $5,028,726 in government funding and $40,705 in private funding; literacy councils receive $1,081,742 in government funding and $635,998 in private funding; and intermediate units receive $6,036,573 in government funding and $59,355 in private funding (this information is graphically depicted in Figure 13 in Appendix D). Because not all responding organizations reported both government and private funding amounts, averages present a somewhat different picture. Organizations which reported government funding amounts (199) received an average of $129,972 from government sources and those which reported private funding amounts (101) received an average of $65,952 from private sources. Furthermore, this pattern of average funding received by types of organizations varies. For example, CBOs report on average $124,679 from government sources and $83,465 from private sources; school districts report on average $109,320 from

government sources and $4,523 from private sources; literacy councils report on average $67,609 from government sources and $37,412 from private sources; and intermediate units report on average $402,438 from government sources and $7,419 from private sources (this information is graphically depicted in Figure 14 in Appendix D).

A total of 215 organizations reported dollar amounts for at least some funding category. Assuming organizations received no funding in categories for which they did not report amounts, it is possible to estimate the percentage of each organization's funding that comes from government sources. One hundred and sixty-one organizations receive 75 to 100% of their funding from government sources; 24 receive 50 to 75% of their funding from government sources; nine receive 25 to 50% from government sources; and 21 receive 0 to 25% from government sources. This information is graphically depicted in Figure 15 in Appendix D; Table 15 in Appendix D shows breakdowns for CBOs, school districts, literacy councils, and intermediate units. This table shows that these types of organizations tend to receive the majority of their funding from government sources. One hundred and seven organizations report receiving 100% of their funding from government sources. This includes 38 school districts, 27 CBOs, one literacy council, and seven intermediate units.

The reader should view these amounts with caution as some organizations checked categories of funding without providing dollar figures. In addition, project staff could not be sure of the extent to which there may have been duplicative counts of funding dollars.

Prepare a Final Report

Institute staff drafted this report during June, 1994. It was reviewed by JoAnn Weinberger of the Pennsylvania 2000 Adult Literacy Task Force.

Conclusions and Recommendations for Achieving Goal 6 in Pennsylvania

The goal of this project was to create a comprehensive database of all volunteer, public, and private adult literacy services available in the state of Pennsylvania. Not all service providers in the state responded to the survey. For example, the return rate of surveys sent to Pennsylvania Department of Education-funded programs was 73% while the return rate of those sent to organizations on the database of known and likely service providers (including school districts, libraries, literacy councils and Pennsylvania Department of Education-funded programs) was 42%. Thus, readers should keep in mind that the database resulting from this project does not include all adult literacy service providers in the state. The results of the analyses should be viewed with caution, but they do allow some general conclusions about the population of Pennsylvania service providers.

The picture of adult literacy service provision in Pennsylvania afforded by the results of the statewide survey is one of great diversity. While one can look at results for organizations overall, it is important to keep in mind that the types of organizations providing services have their own unique profiles. In general, however, four things are clear about organizations providing literacy services in Pennsylvania:

- they provide "traditional" adult literacy and basic education services (ABE, GED/ASE, and basic literacy);

• they heavily use volunteer tutors;

• they use "traditional" technologies (chalkboard, newspaper, and videocassette recorder/player) for instruction and report access to traditional technologies for staff training and information sharing;

• they mainly use government funds to provide services.

The reliance on volunteer tutors by Pennsylvania adult literacy service providers is worth note because it appears to be much greater than that of service providers nationally. Volunteers (87% of them serving as tutors) make up 81% of all staff reported by programs responding to the survey. This compares with approximately 48% volunteers nationwide among programs surveyed by Development Associates (1992). Programs may be less able to control training or assure quality where volunteer staff are concerned.

Relatively little use is made of computers for instruction by responding organizations, despite their increasing importance in society and the fact that they have been shown to promote learning among adults (Askov & Turner, 1989; Wangberg, 1986). Only a handful of programs reported using advanced interactive technologies, such as interactive videodisks or satellite links.

From results of the State Adult Literacy Survey conducted in Pennsylvania by the Educational Testing Service, the Pennsylvania 2000 Adult Literacy Task Force estimates that 4 million adult Pennsylvanians over the age of 16 are in need of adult literacy services (Weinberger, 1994). Organizations responding to the present survey reported approximately 70,000 adults in the state currently receiving these services. Although it is probable that many adult receive literacy

services from organizations not responding to this survey, any reasonable extrapolation from this figure leaves a large gap between the need for and the provision of services. As National Education Goal 6 calls for nationwide adult literacy by the year 2000, service provision must be expanded to accommodate more of those in need.

Considering the results of the present survey, there are two main avenues to pursue. One is to try to increase levels of both government and private funding (including corporate, foundation, and union funding), in order to increase the capacity of adult literacy service provision.

Increased private funding could include in-kind funding: for example, businesses could allow adult literacy programs to use sites or equipment (especially computers) during non-business hours. Direct private support could be increased substantially through efforts by businesses to provide work-related literacy services to their employees and by contributions of funds and equipment to existing programs. Direct private support might also be increased through efforts by community service organizations to solicit donations of funds and volunteer time in order to provide family literacy services. The results of the survey indicate that few programs are providing either family literacy (14%) or work-related literacy services (19%). Increased government funding might come through state agencies if they were able to allocate more funds for family and work-related literacy programs. The Department of Labor and Industry's job training programs should incorporate literacy instruction for those in need. In these times, however, both government and the private

sector are downsizing. One must ask how much the private sector can and should do in terms of direct support.

Another route is to attempt to do more with the resources available now. Providers could switch their current focus and provide literacy skills in contexts that are meaningful and relevant to adults (for example, family or job-related contexts) rather than continuing to provide more traditional (general) programs of study as they currently do. Research has shown that providing literacy instruction in meaningful and relevant contexts is more effective in developing skills than is providing instruction in traditional, general contexts (Sticht, 1988). Providers could also increase reliance on technology to accomplish more. A report recently released by the U. S. Congress, Office of Technology Assessment (1993) shows that technology holds great promise for increasing the efficiency and effectiveness of current adult literacy programs. Increased use of technology need not necessarily be expensive: for example, adults could use hand-held electronic devices, similar to games now widely available, to study on their own in their free time. However, it would require support for access and staff training.

The Pennsylvania 2000 Adult Literacy Task Force is currently working with government, media, business, and educators to pursue these and other possibilities as next steps toward achieving National Education Goal 6 in Pennsylvania.

Dissemination of Findings and Products

JoAnn Weinberger presented preliminary results of the survey at a May, 1994 conference sponsored by Mellon Bank, the Pennsylvania State Coalition for Adult Literacy, and Pennsylvania 2000 entitled "Call

to Action: Mobilizing for Adult Literacy and Learning in Pennsylvania." Information on the project will also be disseminated through professional journals such as *Adult Basic Education* or *Adult Education Quarterly*.

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Appendix A

Organizations That Pilot-tested the Survey

Bradford-Wyoming County Literacy Program
Bradford County Library
RR 3 Box 320
Troy, PA 16947

Central Intermediate Unit 10 Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16823

Community College of Allegheny County
Boyce Campus Braddock Center
640 Braddock Avenue, 7th Floor
Braddock, PA 15104-1887

Harrisburg State Hospital
Pouch A
Harrisburg, PA 17105-1300

Mayor's Commission on Literacy
1500 Walnut Street
Philadelphia, PA 19102

Mid-State Literacy Council
204 Calder Way, Suite 306
State College, PA 16801

Northern Tier Regional Planning and Development Commission
507 Main Street
Towanda, PA 18829

Tri-County Opportunities Industrialization Council
1600 Market Street
Harrisburg, PA 17103

Appendix B

Survey and Cover Letter

INSTITUTE
FOR THE STUDY
OF ADULT
LITERACY

October 8, 1993

Dear Director, Head, or Chief Executive: **Re: Statewide Survey**

Do you offer any programs that provide adult literacy or basic skills training? Please fill out the attached survey to tell us if you do **(or do not)** and return it in the enclosed envelope by November 5, 1993. Your responses should represent a report of all such services provided in your last complete fiscal year.

The survey will be of vital importance to the literacy movement in Pennsylvania. Its results will be used in three ways:

- to share an understanding of adult literacy/basic skills service delivery across the state;
- to compare service provision with Pennsylvania residents' literacy needs as a basis for a strong action plan for the movement;
- to formulate a call to action for legislators, business and industry, and other concerned groups.

The survey is intended for **all** organizations, including **businesses and corporations**, that provide literacy or basic education services to adults regardless of funding source. Adults are individuals over 16 who are not in secondary school or college. Literacy and basic education services include:

- English as a Second Language (ESL)
- Adult Basic Education (ABE)
- high school equivalency (GED and ASE—Alternative Secondary Education)
- workplace literacy
- family literacy

These services develop English language, reading, writing, communication, computation, and problem solving skills.

Penn State's Institute for the Study of Adult Literacy is conducting the survey with funding provided by the Pennsylvania Department of Education. Pennsylvania 2000 and the Pennsylvania State Coalition for Adult Literacy are collaborating.

If you have any questions about the survey, please contact Dr. Lori Forlizzi, Research Associate, at the Institute for the Study of Adult Literacy. Thank you for your assistance in this important effort.

Sincerely,

Eunice N. Askov

Eunice N. Askov
Professor of Education
Director, Institute for the
Study of Adult Literacy

Richard C. Torbert

Richard C. Torbert
Chair
Pennsylvania 2000 Goal 5 Adult Literacy
Task Force

Enclosures

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BITNET ISAL@PSUVM

An Equal Opportunity/Affirmative Action University

BEST COPY AVAILABLE

Survey on Pennsylvania
Adult Literacy/Basic Skills/GED/ESL Service Provision

Part I: Responding Organization

Name of Organization: _____

Street Address: _____

City: _____ State: _____ ZIP: _____

Phone: (_____) _____ FAX: (_____) _____

Electronic Mail Address: _____

Counties Served: _____

Zip Codes of Service Areas (5-digit): _____

If your organization is a business/industry, number of employees: _____

Contact Person: _____
(individual responding to this survey)

(Title): _____

Administrative Organization (Please check **one**)

_____ school district

_____ intermediate unit

_____ area vocational/technical school

_____ library

_____ community-based organization

_____ for-profit corporation

_____ union

_____ church/synagogue/religious affiliated

_____ literacy council

_____ homeless shelter

_____ correctional facility

_____ community college

_____ 4-year private college or university

_____ 2-year private college

_____ state-related university (Penn State, Pitt, Temple, Lincoln)

_____ State System of Higher Education (SSHE) institution (e. g., Bloomsburg)

_____ other state agency _____ (please list)

_____ federal agency _____ (please list)

_____ municipal government _____ (please list)

_____ housing authority _____

_____ other _____ (please list)

IF YOU PROVIDE SERVICES DIRECTLY, PLEASE TURN TO PAGE 2.

IF YOU PROVIDE SERVICES ONLY THROUGH SUBCONTRACT ARRANGEMENTS, PLEASE TURN IMMEDIATELY TO THE → ON PAGE 8.

IF YOU PROVIDE NO SERVICES, CHECK HERE _____ AND TURN TO PAGE 9.

Part II: Services

Please indicate all types of adult literacy/basic skills services **your organization provides directly**. For each service, indicate the number of students per year receiving that service, and the number of those students on public assistance.

	# of students served	# of these students on public assistance of **any kind** (for example, AFDC, SSI)
Basic Literacy (grade levels 0-4)		
ABE (grade levels 5-8)		
GED/ASE (grade levels 9-12)		
ESL (any level)		
Customized Basic Skills Instruction for Family Literacy		
Customized Basic Skills Instruction for Work		
Other Customized Basic Skills Instruction		
Welfare-to-Work		
TOTALS		

Please list the following for your organization:

_____ total number of volunteer tutors
_____ total number other volunteers
_____ total number full-time teachers/coordinators
_____ total number part-time teachers/coordinators
_____ total number other paid staff

Part III. Sites

Total number of sites at which your organization provides services: _____.

Please indicate the number and types of sites where your organization provides services.

	Organization Headquarters	Vo-tech/Elementary/Secondary School Building	Library	Community Center	Adult Learning Center	Private Business	College/University	Church/Synagogue	Home	Correctional Institution	Special Needs Institution	Agency	Public Housing	Homeless Shelter	Government Facility	*	*	*	TOTALS
Basic Literacy (grade levels 0-4)																			
ABE (grade levels 5-8)																			
GED/ASE (grade levels 9-12)																			
ESL (any level)																			
Customized Basic Skills Instruction for Family Literacy																			
Customized Basic Skills Instruction for Work																			
Other Customized Basic Skills Instruction																			
Welfare-to-Work																			
TOTALS																			

* Please list others separately

Part IV. Outreach

Check all methods your organization uses for outreach related to adult literacy/basic skills.

	Recruitment of students	Recruitment of volunteers	Public Relations	*	*	*
Local newspapers/magazines						
Brochures/fliers/posters						
Radio						
Cable television						
Broadcast television						
Public speaking						
Word of mouth						
Agency interaction						
Newsletter published by your organization (name of newsletter: _____)						
Newsletter published by another organization(s)						
*						
*						
*						

* Please list others separately.

Part V: Technology

What types of technology (hardware and media) does your organization use for **instruction**?

___ overhead projector
___ television
___ videocassette recorder/player
___ audiotape recorder/player
___ radio
___ chalkboard
___ newspaper
___ hand-held learning device
___ stand-alone computer
___ computer modem
___ networked computers with fileserver
___ integrated learning system
___ compact disk
___ interactive videodisk
___ satellite down/uplink
___ close-captioning
___ other (please list)

What types of technology (hardware and media) does your organization have access to for **staff training/information sharing**?

___ overhead projector
___ television
___ videocassette recorder/player
___ audiotape recorder/player
___ radio
___ chalkboard
___ newspaper
___ hand-held learning device
___ stand-alone computer
___ computer modem
___ networked computers with fileserver
___ integrated learning system
___ compact disk
___ interactive videodisk
___ satellite down/uplink
___ close-captioning
___ other (please list)

Part VI: Funding Sources

How do you fund your adult literacy/basic skills programs?
For each of your organization's funding sources, including government (part A), private (part B), and subcontract arrangements (part C), indicate the **amount received** for services for the last complete fiscal year.

A. Government

$_____ local

$_____ Act 143 state adult literacy (PA Department of Education)

$_____ Section 322 federal adult education (PA Department of Education)

$_____ SPOC

$_____ JTPA

$_____ JTPA-SEG

$_____ Transitionally needy (TN)

$_____ PREP

$_____ McKinley Act (homeless)

$_____ Carl Perkins (vocational education)

$_____ Even Start

$_____ Head Start - parent training

$_____ LSCA

$_____ Community Action Programs
(Dept. of Community Affairs)

$_____ Economic Community and Conservation Act
(Dept. of Community Affairs)

$_____ Neighborhood Assistance Act
Tax Credits

$_____ Displaced Workers

$_____ Literacy Corps ($_____ federal; $_____ state)

$_____ In-kind Funding from _____

$_____ Other State Allocation (please list) _____

$_____ Other (please list) _____

$_____ Other (please list) _____

$_____ Other (please list) _____

$_____ **Subtotal Government Funding**

B. Private

$_____ Corporate

$_____ Foundation

$_____ Union

$_____ Individuals

$_____ Community Service Organization, such as Junior Women's Club, Altrusa, or AAUW

$_____ United Way Agency

$_____ Donor Option Campaign, such as United Way or Combined Federal Campaign

$_____ Fund raisers

$_____ Fee for service (private funds)

$_____ Dues/Subscriptions

$_____ Tutor-training Fees

$_____ In-kind Funding from _____

$_____ Other (please list) _____

$_____ Other (please list) _____

$_____ Other (please list) _____

$_____ **Subtotal Private Funding**

C. Subcontract Arrangements

Does your organization receive money from any other organizations to provide adult literacy/basic skills services?

_____ Yes _____ No

If yes, please list the following information:

Name of Organization	Mailing Address	Funding Sources	# Students Served by Funding Source

$_____ **Subtotal Subcontract Arrangements**

Total Funds:

$_____ A—Government Subtotal
$_____ B—Private Funding Subtotal
$_____ C—Subcontract Arrangements Subtotal
$_____ **TOTAL**

→ Does your organization subcontract to any other organizations to provide adult literacy/basic skills services?

_____ Yes _____ No

If yes, please list the following information:

Name of Subcontractor	Mailing Address	Funding Sources	# Students Served by Funding Source

Can you help us? We want to include all organizations that provide adult literacy/basic skills/GED/ESL services in this survey.

Please list any private businesses/corporations or small private (non-government-funded) groups (i.e., churches, all-volunteer groups) you know of that are offering their own services.

Name of Organization **Mailing Address**

Thank you for your assistance!

Please return this survey to:

Dr. Lori Forlizzi
Research Associate
Institute for the Study of Adult Literacy
Penn State University
204 Calder Way, Suite 209
University Park, PA 16801-4756
814-863-3777
FAX: 814-863-6108

Appendix C

Summary Tables

Note: Appendix C tables displaying type of organization show 320 rather than 324 total organizations because four organizations did not identify their type.

	Count	Basic Lit.	ABE	GED/ ASE	ESL	Custom Family	Custom Work	Other Custom	Welfare -to- Work
School District	57	23	36	43	26	3	6	8	1
Intermediate Unit	16	12	15	14	8	3	5	3	3
AVTS	16	4	8	10	5	0	0	0	0
Library	18	11	8	6	12	6	3	3	1
CBO	76	50	51	41	33	18	22	8	11
For-Profit Corp.	13	2	4	3	2	0	4	1	0
Union	2	2	2	2	1	0	0	1	0
Religious Affiliated	16	9	9	10	7	0	1	1	1
Literacy Council	22	18	15	11	17	5	3	4	2
Homeless Shelter	2	2	2	2	0	0	0	0	0
Correctional Facility	12	9	10	11	6	1	2	2	0
Community College	11	7	9	7	7	1	6	4	1
4-Year Private C/U	8	3	3	3	6	0	0	0	0
2-Year Private College	2	1	1	2	2	1	1	0	0
State-Related Univ.	4	1	1	1	1	1	3	2	1
SSHE Institution	4	3	3	3	3	1	1	1	0
Other State Agency	3	2	2	1	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0	0
Municipal Govt.	4	0	0	0	0	0	0	0	0
Housing Authority	4	1	1	2	1	1	0	1	0
Other	30	10	11	13	9	3	3	3	4
All Organizations	320	170	191	185	146	44	60	42	25

Table 1. Number of organizations (by type) providing each type of service.

	Basic Lit.	ABE	GED/ ASE	ESL	Custom Family	Custom Work	Other Custom	Welfare-to-Work
School District	63.78	103.94	64.30	56.50	20.67	50.00	84.88	5.00
Intermediate Unit	136.25	328.80	262.71	374.63	91.67	29.00	87.33	56.33
AVTS	26.00	46.63	76.80	39.20	0	0	0	0
Library	67.55	51.75	12.83	41.17	46.83	27.67	11.67	3.00
CBO	73.02	70.94	52.00	179.03	47.11	63.05	75.00	62.36
For-Profit Corp.	265.50	22.25	7.00	19.00	0	90.00	20.00	0
Union	5.00	20.00	19.00	6.00	0	0	58.00	0
Religious Affiliated	6.78	6.67	5.60	103.14	0	4.00	5.00	1.00
Literacy Council	102.44	51.00	11.36	62.18	18.40	11.00	25.75	30.50
Homeless Shelter	32.50	17.50	28.00	0	0	0	0	0
Correctional Facility	32.89	112.20	89.55	32.17	20.00	110.00	80.00	0
Community College	74.43	192.00	245.43	173.00	30.00	46.33	81.00	70.00
4-Year Private C/U	9.67	12.00	48.33	40.00	0	0	0	0
2-Year Private College	35.00	60.00	60.00	15.00	25.00	45.00	0	0
State-Related Univ.	550.00	50.00	90.00	100.00	150.00	67.33	80.00	25.00
SSHE Institution	18.33	76.00	58.67	12.33	30.00	68.00	30.00	0
Other State Agency	77.50	45.00	25.00	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0
Municipal Govt.	0	0	0	0	0	0	0	0
Housing Authority	4.00	11.00	22.50	15.00	41.00	0	41.00	0
Other	67.20	55.73	58.54	208.33	40.00	12.33	27.67	40.50
All Organizations	73.11	94.27	74.11	112.86	44.86	52.70	60.95	47.28

Table 2. Average number of students receiving types of service from each organization type (averaged over organizations that provided numbers of students).

	Basic Lit.	ABE	GED/ ASE	ESL	Custom Family	Custom Work	Other Custom	Welfare-to-Work
School District	34.08	45.48	17.93	20.57	23.00	16.00	26.00	5.00
Intermediate Unit	52.67	125.40	87.89	12.80	32.50	25.00	70.00	56.33
AVTS	17.50	28.75	28.60	50.50	0	0	0	0
Library	42.00	21.20	2.00	3.83	9.00	0	21.00	0
CBO	38.74	49.28	35.87	93.59	45.07	65.89	23.00	52.60
For-Profit Corp.	214.00	60.00	0	0	0	0	0	0
Union	0	13.00	9.00	0	0	0	0	0
Religious Affiliated	4.50	3.75	4.29	130.50	0	0	0	0
Literacy Council	49.27	22.70	8.80	13.50	16.25	0	40.00	60.00
Homeless Shelter	32.50	17.50	28.00	0	0	0	0	0
Correctional Facility	0	0	0	0	0	0	0	0
Community College	20.20	58.86	69.60	31.40	30.00	50.00	51.33	70.00
4-Year Private C/U	2.00	6.33	5.00	7.00	0	0	0	0
2-Year Private College	28.00	45.00	40.00	6.00	20.00	0	0	0
State-Related Univ.	200.00	30.00	70.00	10.00	100.00	0	25.00	25.00
SSHE Institution	12.00	48.50	28.00	4.00	16.00	0	0	0
Other State Agency	0	0	0	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0
Municipal Govt.	0	0	0	0	0	0	0	0
Housing Authority	0	0	20.00	2.00	0	0	0	0
Other	50.44	27.13	42.56	168.75	22.50	16.00	24.00	40.00
All Organizations	40.82	46.41	31.84	58.41	35.41	44.63	33.46	48.33

Table 3. Average number of students on public assistance receiving types of service from each organization type (averaged over organizations that provided numbers of students on assistance).

	Count	Vol. Tutors	Other Vols.	F-T Teacher/ Coord.	P-T Teacher/ Coord.	Other Paid Staff
School District	57	13	7	19	45	27
Intermediate Unit	16	8	3	10	16	13
AVTS	16	4	3	7	8	6
Library	18	15	10	9	11	10
CBO	76	53	34	38	53	52
For-Profit Corp.	13	1	0	6	4	3
Union	2	1	1	1	1	1
Religious Affiliated	16	15	6	3	6	2
Literacy Council	22	21	15	7	15	15
Homeless Shelter	2	1	1	2	1	2
Correctional Facility	12	8	3	6	8	4
Community College	11	4	0	4	9	10
4-Year Private C/U	8	4	1	5	5	6
2-Year Private College	2	1	1	1	2	1
State-Related Univ.	4	1	1	3	4	4
SSHE Institution	4	2	1	2	2	3
Other State Agency	3	0	0	0	2	1
Federal Agency	0	0	0	0	0	0
Municipal Govt.	4	0	0	0	0	0
Housing Authority	4	1	0	0	2	1
Other	30	14	5	12	10	14
All Organizations	320	167	92	135	204	175

Table 4. Number of organizations (by type) using each type of staff.

	Vol. Tutors	Other Vols.	F-T Teacher/ Coord.	P-T Teacher/ Coord.	Other Paid Staff
School District	21.69	8.67	8.71	6.47	6.84
Intermediate Unit	104.13	32.67	7.80	19.38	4.92
AVTS	16.75	2.67	3.43	3.88	7.67
Library	91.60	18.40	1.33	1.82	2.50
CBO	57.56	14.39	3.92	3.81	6.80
For-Profit Corp.	361.00	0	3.83	2.50	3.67
Union	4.00	1.00	6.00	25.00	10.00
Religious Affiliated	8.47	2.83	2.33	3.00	9.00
Literacy Council	147.80	42.00	10.67	2.14	3.07
Homeless Shelter	10.00	2.00	1.00	1.00	3.50
Correctional Facility	14.63	4.33	4.50	4.00	5.25
Community College	25.25	0	2.25	22.00	2.90
4-Year Private C/U	21.25	10.00	1.20	4.00	1.33
2-Year Private College	60.00	5.00	1.00	7.00	2.00
State-Related Univ.	300.00	75.00	2.00	4.25	4.25
SSHE Institution	40.50	2.00	1.00	5.00	2.67
Other State Agency	0	0	0	5.00	1.00
Federal Agency	0	0	0	0	0
Municipal Govt.	0	0	0	0	0
Housing Authority	2.00	0	0	1.50	2.00
Other	20.00	1.00	2.82	5.00	5.77
All Organizations	60.42	17.43	4.55	6.38	5.32

Table 5. Average number of each staff type used by each organization type (averaged over organizations that provided numbers of staff). Five organizations that appeared to count total staff rather than only staff involved in providing literacy services are excluded from this analysis.

	Count	Org. Headquarters	School	Library	Community Center	Adult Learning Center	Private Business	College/University	Church/Synagogue	Home	Correctional Inst.	Special Needs Inst.	Agency	Public Housing	Homeless Shelter	Government Facility	Other
School District	57	5	45	6	7	4	3	2	4	4	6	5	3	1	5	2	3
Intermediate Unit	16	5	9	4	5	6	4	6	8	3	14	6	4	5	3	2	1
AVTS	16	1	11	1	1	1	0	0	1	0	3	0	1	0	0	0	0
Library	18	6	1	15	2	2	3	2	8	8	6	3	2	2	0	1	0
CBO	76	37	10	13	22	10	12	5	19	11	10	6	19	9	8	3	6
For-Profit Corp.	13	2	1	1	0	0	4	0	0	0	0	1	0	0	0	0	0
Union	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Religious Affiliated	16	1	0	1	2	0	2	0	13	1	0	0	0	1	0	0	1
Literacy Council	22	10	6	15	8	4	8	8	12	13	9	5	6	2	2	2	0
Homeless Shelter	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Correctional Facility	12	1	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0
Community College	11	2	3	0	1	2	4	7	4	0	2	2	2	1	3	2	1
4-Year Private C/U	8	1	0	1	1	0	0	5	1	0	2	1	0	0	0	0	1
2-Year Private College	2	1	0	1	1	0	1	1	1	1	0	0	0	1	0	0	1
State-Related Univ.	4	1	1	1	1	1	3	3	1	1	1	1	1	1	0	1	0
SSHE Institution	4	0	1	1	0	0	1	3	2	1	1	0	1	0	0	0	0
Other State Agency	3	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Municipal Govt.	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Housing Authority	4	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0
Other	30	6	2	4	3	3	0	0	1	0	1	3	4	1	1	0	3
All Organizations	320	79	90	64	54	36	45	42	76	43	65	35	43	25	24	13	17

Table 6. Number of organizations (by type) using each type of site.

	Org. Headquarters	School	Library	Community Center	Adult Learning Center	Private Business	College/University	Church/Synagogue	Home	Correctional Inst.	Special Needs Inst.	Agency	Public Housing	Homeless Shelter	Government Facility	Other
Basic Literacy	53	39	46	30	28	14	19	47	29	40	28	27	14	15	6	8
ABE	41	58	32	31	28	12	18	40	14	47	20	22	13	16	10	11
GED/ASE	36	66	22	20	27	10	15	31	7	39	8	15	10	12	4	5
ESL	33	35	29	24	19	11	18	36	20	20	4	13	9	5	4	[illegible]
Custom Family	11	8	7	7	5	1	1	6	5	4	0	10	8	7	1	2
Custom Work	20	4	6	5	6	23	3	3	1	3	2	4	1	2	0	4
Other Custom	13	5	5	3	5	3	3	2	2	4	4	3	3	5	0	3
Welfare-to-Work	7	2	1	4	6	1	1	0	0	0	0	2	2	1	2	0

Table 7. Number of organizations providing services at each type of site.

	Count	Local Newspapers/ Magazines	Brochures/Fliers/ Posters	Radio	Cable TV	Broadcast TV	Public Speaking	Word of Mouth	Agency Interaction	Own Newsletter	Other Newsletter
School District	57	47	39	24	25	9	23	46	29	12	9
Intermediate Unit	16	13	13	9	7	0	12	15	14	4	0
AVTS	16	11	12	8	5	0	9	12	11	3	0
Library	18	13	14	11	7	2	11	14	13	5	0
CBO	76	45	61	30	24	13	32	65	59	22	7
For-Profit Corp.	13	2	5	1	0	0	2	4	2	4	0
Union	2	1	1	0	0	0	0	1	2	1	0
Religious Affiliated	16	4	9	3	0	1	4	11	11	4	4
Literacy Council	22	20	20	15	14	7	18	22	18	9	2
Homeless Shelter	2	1	1	0	0	0	0	2	0	2	0
Correctional Facility	12	1	5	1	0	1	1	7	3	0	0
Community College	11	7	8	5	2	0	3	8	9	0	1
4-Year Private C/U	8	5	6	0	2	0	3	6	5	0	0
2-Year Private College	2	1	2	0	0	0	0	2	1	0	0
State-Related Univ.	4	3	4	1	1	0	1	3	2	0	1
SSHE Institution	4	2	2	1	1	0	2	3	2	1	1
Other State Agency	3	0	1	0	0	0	0	2	0	1	0
Federal Agency	0	0	0	0	0	0	0	0	0	0	0
Municipal Govt.	4	0	0	0	0	0	0	0	0	0	0
Housing Authority	4	1	2	0	0	0	1	2	2	1	0
Other	30	10	16	5	3	4	9	15	11	5	0
All Organizations	320	187	221	114	91	37	131	241	194	74	25

Table 8. Number of organizations (by type) using outreach methods for student recruitment.

	Count	Local Newspapers/ Magazines	Brochures/Fliers/ Posters	Radio	Cable TV	Broadcast TV	Public Speaking	Word of Mouth	Agency Interaction	Own Newsletter	Other Newsletter
School District	57	11	9	3	5	2	9	16	10	2	2
Intermediate Unit	16	9	9	4	2	0	9	9	8	3	0
AVTS	16	5	3	3	1	0	4	5	4	1	0
Library	18	15	14	11	8	2	12	15	15	9	0
CBO	76	42	36	20	15	11	32	54	44	22	7
For-Profit Corp.	13	0	1	0	0	0	1	1	1	1	0
Union	2	0	0	0	0	0	0	0	1	1	0
Religious Affiliated	16	4	5	1	0	0	2	7	7	5	0
Literacy Council	22	22	20	14	13	7	20	20	14	12	2
Homeless Shelter	2	0	0	0	0	0	0	0	1	0	0
Correctional Facility	12	0	3	0	0	0	1	5	1	0	0
Community College	11	2	2	1	2	0	2	3	3	0	0
4-Year Private C/U	8	3	4	0	0	0	3	4	2	0	0
2-Year Private College	2	1	1	0	0	0	1	1	1	0	0
State-Related Univ.	4	1	1	1	1	1	1	1	1	1	1
SSHE Institution	4	2	2	2	1	0	1	2	2	0	0
Other State Agency	3	0	0	0	0	0	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0	0	0	0
Municipal Govt.	4	0	0	0	0	0	0	0	0	0	0
Housing Authority	4	1	1	1	0	0	1	1	1	0	0
Other	30	9	11	4	4	4	9	9	9	4	2
All Organizations	320	127	122	65	52	27	108	154	125	62	14

Table 9. Number of organizations (by type) using outreach methods for recruitment of volunteers.

	Count	Local Newspapers/ Magazines	Brochures/Fliers/ Posters	Radio	Cable TV	Broadcast TV	Public Speaking	Word of Mouth	Agency Interaction	Own Newsletter	Other Newsletter
School District	57	37	28	19	20	10	24	34	21	10	7
Intermediate Unit	16	14	9	6	5	0	14	13	14	5	0
AVTS	16	11	11	8	5	0	9	11	11	2	1
Library	18	15	13	9	8	3	13	14	14	9	0
CBO	76	47	47	25	17	11	40	46	45	25	8
For-Profit Corp.	13	1	3	0	0	0	1	2	1	2	0
Union	2	0	0	0	0	0	0	0	0	0	0
Religious Affiliated	16	3	3	2	0	0	2	5	4	3	0
Literacy Council	22	20	18	14	10	8	19	15	14	13	2
Homeless Shelter	2	1	0	1	1	0	0	0	1	0	0
Correctional Facility	12	3	3	1	0	2	1	4	3	0	0
Community College	11	7	4	2	2	0	2	4	5	0	0
4-Year Private C/U	8	3	2	0	0	0	2	3	5	1	0
2-Year Private College	2	1	1	0	0	0	1	1	1	1	0
State-Related Univ.	4	3	3	1	1	1	2	2	1	0	1
SSHE Institution	4	2	2	1	1	0	1	2	2	0	0
Other State Agency	3	1	0	0	0	0	1	1	1	1	0
Federal Agency	0	0	0	0	0	0	0	0	0	0	0
Municipal Govt.	4	0	0	0	0	0	0	0	0	0	0
Housing Authority	4	1	0	0	0	0	1	1	1	0	0
Other	30	11	12	7	6	4	10	8	9	3	1
All Organizations	320	181	159	96	76	39	143	166	153	76	20

Table 10. Number of organizations (by type) using outreach methods for public relations.

	Count	Other Outreach Method
School District	57	8
Intermediate Unit	16	5
AVTS	16	2
Library	18	5
CBO	76	9
For-Profit Corp.	13	0
Union	2	0
Religious Affiliated	16	5
Literacy Council	22	6
Homeless Shelter	2	1
Correctional Facility	12	2
Community College	11	2
4-Year Private C/U	8	1
2-Year Private College	2	0
State-Related Univ.	4	3
SSHE Institution	4	0
Other State Agency	3	0
Federal Agency	0	0
Municipal Govt.	4	0
Housing Authority	4	0
Other	30	3
All Organizations	320	52

Table 11. Number of organizations (by type) using other outreach methods.

	Count	Overhead Projector	Television	Video Recorder/Player	Audiotape Recorder/Player	Radio	Chalkboard	Newspaper	Hand-Held Learning Device	Stand-Alone Computer	Computer Modem	Networked Computer/FS	Integ. Learning System	Compact Disk	Int. Videodisk	Satt. Down/Uplink	Close-Captioning	Other
School District	57	41	31	41	34	6	51	37	14	39	14	24	7	9	5	4	0	1
Intermediate Unit	16	12	9	11	10	2	16	14	1	10	0	0	0	2	1	0	0	0
AVTS	16	9	7	10	6	1	12	8	2	9	1	3	0	1	1	0	0	0
Library	18	5	6	12	15	0	10	13	3	12	0	0	0	2	0	1	0	0
CBO	76	25	43	53	42	8	69	64	13	39	4	5	3	2	1	0	2	3
For-Profit Corp.	13	2	1	5	1	0	5	3	1	6	1	0	0	0	1	0	0	2
Union	2	1	1	1	2	1	2	1	1	1	1	0	0	1	0	0	0	0
Religious Affiliated	16	3	4	8	7	1	14	11	3	3	0	1	1	1	0	0	0	3
Literacy Council	22	4	6	10	17	0	13	18	3	13	1	0	0	1	0	0	0	1
Homeless Shelter	2	0	2	1	0	1	1	2	0	2	1	0	0	0	0	0	0	0
Correctional Facility	12	6	5	7	6	0	11	8	2	7	1	0	2	1	0	0	0	0
Community College	11	7	3	7	6	0	10	9	4	8	1	3	1	0	1	1	0	0
4-Year Private C/U	8	6	5	6	6	1	8	4	0	3	1	2	1	1	0	1	0	0
2-Year Private College	2	1	1	1	1	0	2	1	0	1	0	1	1	0	0	0	0	0
State-Related Univ.	4	3	1	2	2	1	4	1	2	3	2	2	1	1	2	2	0	0
SSHE Institution	4	2	2	2	2	1	3	3	2	3	2	1	2	1	1	1	0	0
Other State Agency	3	1	1	1	2	0	2	2	0	0	0	0	0	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Municipal Government	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Housing Authority	4	0	1	1	1	0	2	1	1	2	0	0	0	0	0	0	0	0
Other	30	5	7	9	7	2	17	15	5	9	2	2	2	2	1	1	1	5
All Organizations	320	133	136	188	167	25	252	215	57	170	32	44	21	25	14	11	3	15

Table 12. Number of organizations (by type) using types of technology for instruction.

	Count	Overhead Projector	Television	Video Recorder/Player	Audiotape Recorder/Player	Radio	Chalkboard	Newspaper	Hand-Held Learning Device	Stand-Alone Computer	Computer Modem	Networked Computer/FS	Integ. Learning System	Compact Disk	Int. Videodisk	Satt. Down/Uplink	Close-Captioning	Other
School District	57	47	44	49	42	24	48	43	15	41	26	28	9	15	12	14	1	1
Intermediate Unit	16	13	10	13	8	7	15	10	1	9	7	4	2	1	3	7	0	0
AVTS	16	10	8	10	8	5	10	8	2	10	3	6	1	3	4	2	0	0
Library	18	13	16	17	14	8	13	15	0	15	1	1	0	2	0	3	0	0
CBO	76	38	53	55	45	26	61	50	10	41	11	7	3	1	2	2	2	2
For-Profit Corp.	13	3	4	6	4	3	6	5	1	8	4	2	0	0	1	0	0	2
Union	2	1	1	1	2	1	2	1	1	1	1	0	0	1	0	0	0	0
Religious Affiliated	16	5	9	10	9	3	12	9	1	5	1	0	0	0	0	1	0	2
Literacy Council	22	11	12	17	15	4	18	14	2	12	2	0	0	0	0	1	0	1
Homeless Shelter	2	0	2	1	0	1	1	2	0	1	1	0	0	0	0	0	0	0
Correctional Facility	12	7	6	8	8	2	11	7	1	7	1	1	1	1	0	0	0	0
Community College	11	9	7	9	7	5	10	9	3	8	1	6	1	0	2	5	1	0
4-Year Private C/U	8	5	7	7	6	4	6	5	2	3	2	4	0	2	0	3	0	1
2-Year Private College	2	1	1	1	1	1	2	1	0	1	1	1	1	0	0	0	0	1
State-Related Univ.	4	4	2	4	4	2	4	3	2	4	3	3	1	2	2	3	0	1
SSHE Institution	4	4	4	4	4	3	4	3	2	3	2	1	1	1	1	2	0	1
Other State Agency	3	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0	0
Federal Agency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Municipal Government	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Housing Authority	4	0	1	2	1	1	1	2	0	1	1	0	0	0	0	1	0	0
Other	30	11	13	13	12	7	12	12	1	11	4	2	2	2	1	2	0	4
All Organizations	320	184	202	229	192	108	237	200	44	181	72	66	22	31	28	46	4	16

Table 13. Number of organizations (by type) with access to types of technology for staff training/information sharing.

Local	55
Act 143 State Adult Literacy	126
Section 322 Federal Adult Education	128
SPOC	30
JTPA	41
JTPA-SEG	26
Transitionally Needy	14
PREP	14
McKinney Act	8
Carl Perkins	7
Even Start	10
Head Start (Parent)	11
LSCA	6
Community Action Programs Department of Community Affairs	4
Ec. Community and Conserv. Act Department of Community Affairs	3
NAA Tax Credits	7
Displaced Workers	10
Literacy Corps Total	5
Literacy Corps Federal	1
Literacy Corps State	3
In-Kind	34
Other State Allocation	17
Other	27

Table 14. Number of organizations receiving types of government funding.

Corporate	40
Foundation	35
Union	3
Individuals	51
Community Service Orgs.	23
United Way Agency	23
Donor Option Campaign	13
Fund Raisers	32
Fee for Service (Private)	12
Dues/Subscriptions	8
Tutor-Training Fees	8
In-Kind Funding	21
Other	35

Table 15. Number of organizations receiving types of private funding.

	School District	Intermediate Unit	AVTS	Library	CBO	For-Profit Corporation	Religious Affiliated	Literacy Council	Correctional Facility	Community College
Count	57	16	16	18	76	13	16	22	12	11
Local	20	4	2	3	11	0	1	5	4	2
Act 143 State Adult Ed.	18	9	6	8	44	1	3	13	2	6
Section 322 Fed. Ad. Lit.	34	14	7	4	35	0	1	5	6	6
SPOC	3	7	3	0	6	0	0	1	0	2
JTPA	5	7	4	0	6	1	1	3	1	4
JTPA-SEG	5	4	3	1	3	0	0	0	1	2
Transitionally Needy	2	1	1	0	7	0	0	0	0	0
PREP	1	4	0	0	8	0	0	0	0	0
McKinney Act	3	2	0	0	1	0	0	1	0	1
Carl Perkins	2	1	0	0	0	0	0	0	2	0
Even Start	3	3	0	0	1	0	1	1	0	1
Head Start (Parent)	0	3	0	0	4	0	0	0	0	1
LSCA	0	0	0	1	3	0	0	2	0	0
Community Action Progs. Dept. of Comm. Affairs	0	1	0	0	2	0	0	0	0	0
Ec. Comm. & Conserv. Act Dept. of Comm. Affairs	0	0	0	0	3	0	0	0	0	0
NAA Tax Credits	0	0	0	0	5	1	0	0	0	0
Displaced Workers	1	4	1	0	2	0	0	0	0	0
Literacy Corps Total	0	0	0	0	2	0	0	0	0	0
Literacy Corps Federal	0	0	0	0	1	0	0	0	0	0
Literacy Corps State	0	0	0	0	0	0	0	0	0	0
In-Kind	14	5	2	2	4	0	0	2	0	1
Other State Allocation	2	1	0	1	5	0	0	4	1	1
Other	2	2	0	2	11	0	0	6	2	0

Table 16. Number of organizations (by type) receiving types of government funding.

	School District	Intermediate Unit	AVTS	Library	CBO	For-Profit Corporation	Religious Affiliated	Literacy Council	Correctional Facility	Community College
Count	57	16	16	18	76	13	16	22	12	11
Corporate	0	0	0	1	16	4	1	9	1	2
Foundation	0	4	0	3	17	1	0	7	0	0
Union	0	0	0	0	1	0	0	0	0	0
Individuals	5	2	1	4	17	1	1	14	0	0
Community Service Orgs.	2	1	0	4	4	0	0	10	0	0
United Way Agency	0	0	0	2	14	0	0	6	0	0
Donor Option Campaign	0	0	0	1	8	0	0	2	0	0
Fund Raisers	1	2	0	2	12	0	0	13	0	0
Fee for Service (Private)	1	1	2	0	3	0	0	2	0	1
Dues/Subscriptions	0	1	0	0	3	0	0	4	0	0
Tutor-Training Fees	0	0	0	1	1	0	0	5	0	0
In-Kind Funding	1	2	0	2	5	0	1	4	0	1
Other	1	0	0	3	7	0	3	11	2	0

Table 17. Number of organizations (by type) receiving types of private funding.

Appendix D

Figures and Tables

TYPES OF ORGANIZATIONS PROVIDING SERVICES

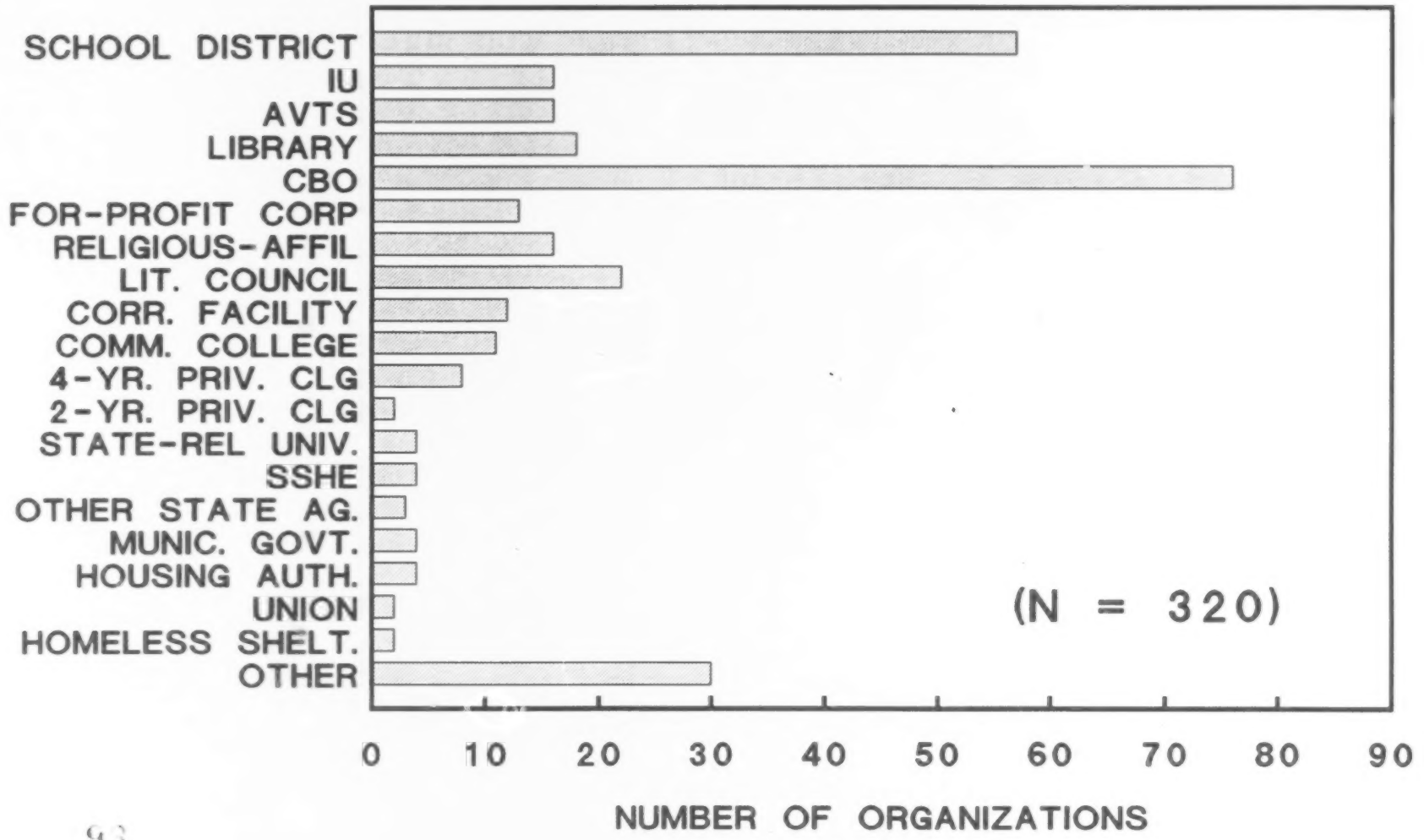


Figure 1

TYPES OF SERVICES REPORTED BY PROVIDERS

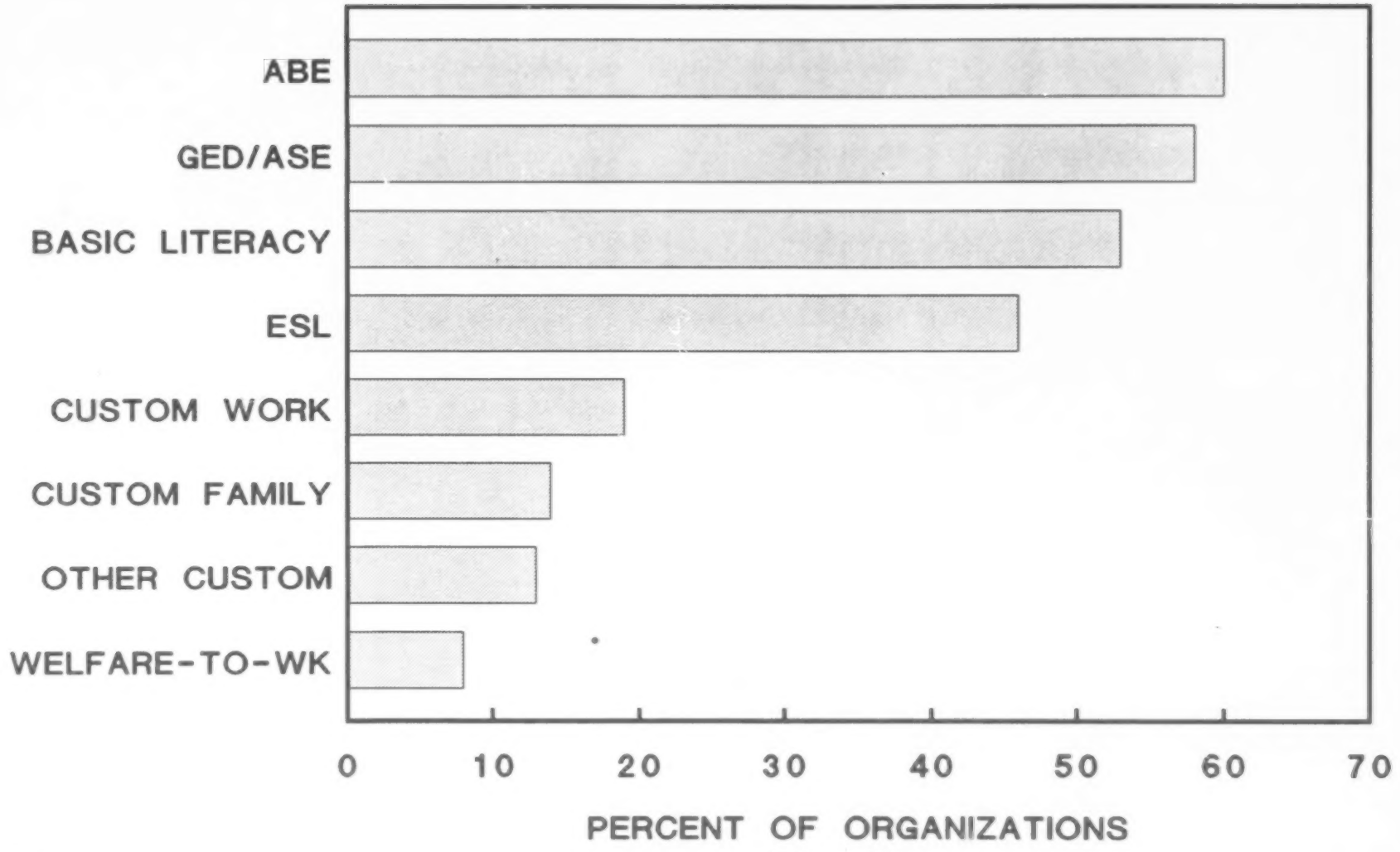


Figure 2

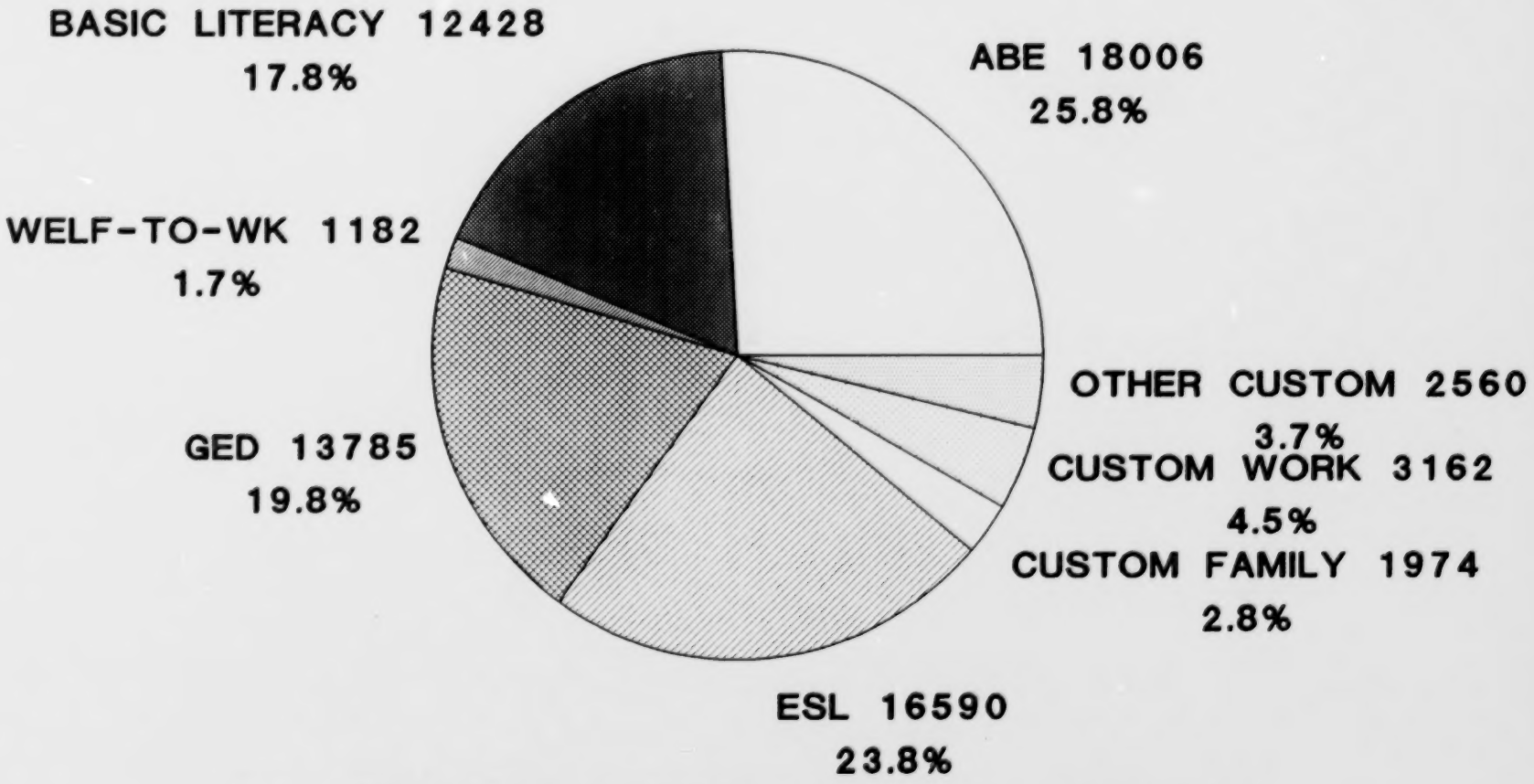
	Basic Literacy	ABE	GED/ ASE	ESL	Custom Family	Custom Work	Other Custom	Welfare-to-Work
CBO	66	67	54	43	24	29	11	15
School District	40	63	75	46	5	11	14	2
Literacy Council	82	68	50	77	23	14	18	9
Intermediate Unit	75	94	88	50	19	31	19	19
All Organizations	53	60	58	46	14	19	13	8

Table 1. Percentage of organizations providing each type of service, by organization type.

	Number of Students	% of Total
School District	10,489	15
Intermediate Unit	14,093	20
AVTS	1,441	2
Library	2,130	3
CBO	18,830	27
For-Profit Corp.	1,059	2
Union	152	<1
Religious Affiliated	909	1
Literacy Council	4,080	6
Homeless Shelter	156	<1
Correctional Facility	2,996	4
Community College	5,880	8
4-Year Private C/U	450	1
2-Year Private College	315	1
State-Related Univ.	1,327	2
SSHE Institution	624	1
Other State Agency	270	<1
Federal Agency	0	0
Municipal Govt.	0	0
Housing Authority	157	<1
Other	4,323	6
Total	69,687	100%

Table 2. Number and percentage of students served by types of organizations. Total number of students does not agree with results for individual cells because four organizations did not indicate a type.

NUMBER OF STUDENTS SERVED BY CATEGORY



ALL ORGANIZATIONS (69,687 students)

Figure 3

	Basic Literacy	ABE	GED/ ASE	ESL	Custom Family	Custom Work	Other Custom	Welfare-to-Work
CBO	19	19	11	31	5	7	3	4
School District	14	35	26	14	1	3	7	0
Literacy Council	45	19	3	26	2	1	3	2
Intermediate Unit	12	35	26	21	2	1	2	2
All Organizations	18	26	20	24	3	5	4	2

Table 3. Percentage of students served by each service category, by organization type.

STUDENTS RECEIVING TYPES OF SERVICES

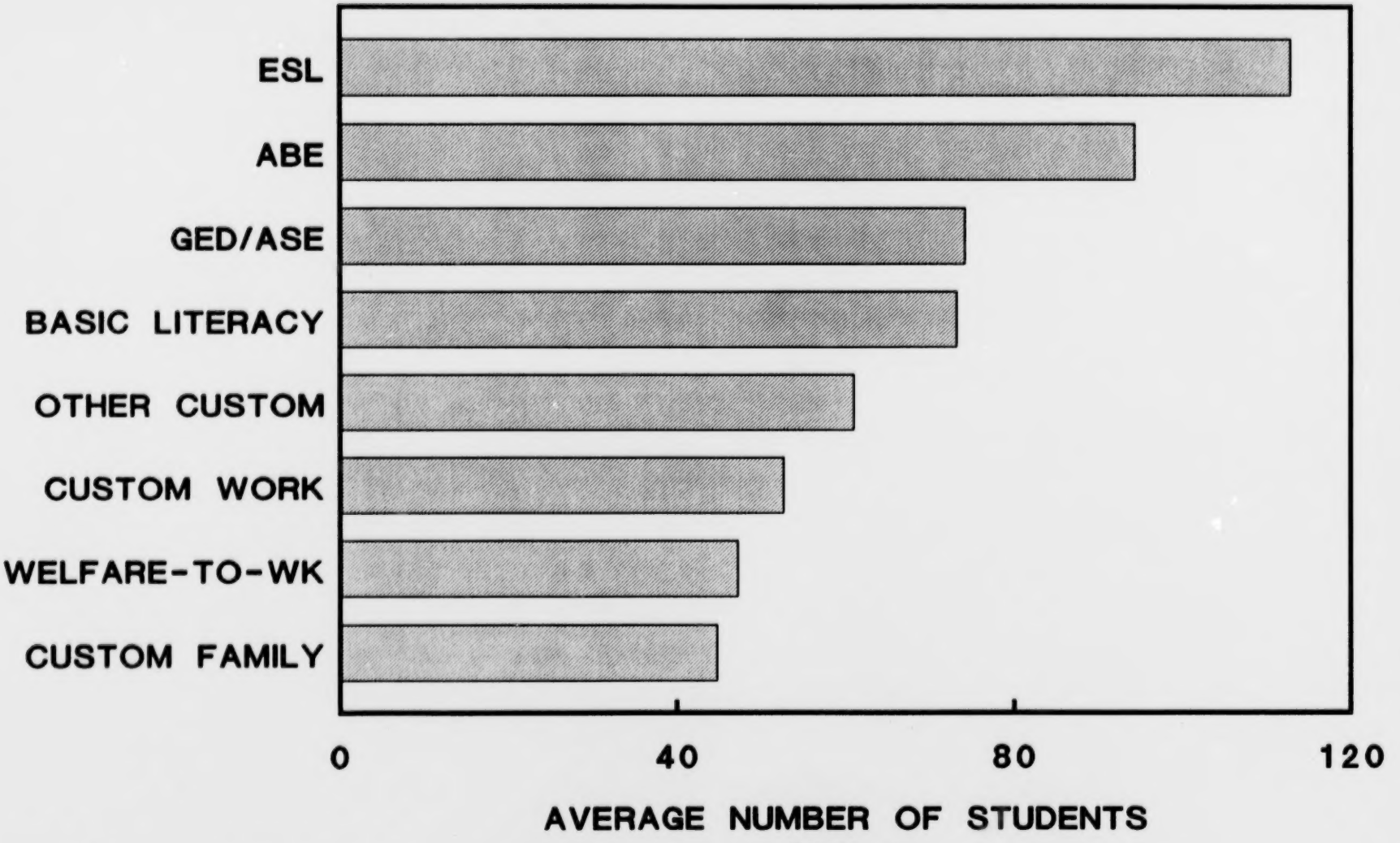


Figure 4

	Basic Literacy	ABE	GED/ ASE	ESL	Custom Family	Custom Work	Other Custom	Welfare-to-Work
CBO	73.0	70.9	52.0	179.0	47.1	63.1	75.0	62.3
School District	63.8	103.9	64.3	56.5	20.7	50.0	84.9	5.0
Literacy Council	102.4	51.0	11.4	62.2	18.4	11.0	25.8	30.5
Intermediate Unit	136.3	328.8	262.7	374.6	91.7	29.0	87.3	56.3
All Organizations	73.1	94.3	74.1	112.9	44.9	52.7	61.0	47.3

Table 4. Average number of students in each type of service, by organization type.

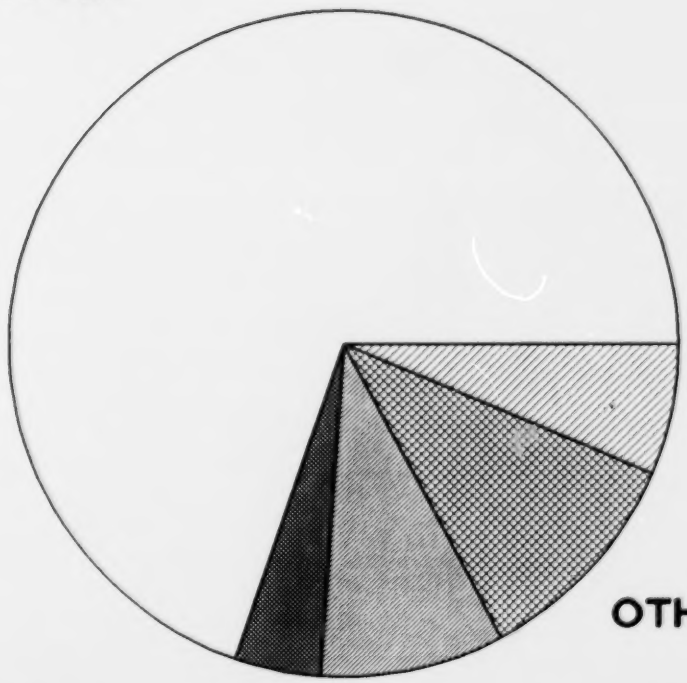
	Vol. Tutors	Other Vols.	F-T Teacher/ Coord.	P-T Teacher/ Coord.	Other Paid Staff
CBO	70	45	50	70	68
School District	23	12	33	79	47
Literacy Council	96	68	32	68	68
Intermediate Unit	50	19	63	100	81
All Organizations	52	29	42	64	55

Table 5. Percentage of organizations using each staff type, by organization type.

	Number of Staff	% of Total
School District	931	7
Intermediate Unit	1,383	10
AVTS	176	1
Library	1,615	11
CBO	4,158	29
For-Profit Corp.	405	3
Union	46	<1
Religious Affiliated	187	1
Literacy Council	3,681	26
Homeless Shelter	22	<1
Correctional Facility	210	2
Community College	337	2
4-Year Private C/U	129	1
2-Year Private College	82	1
State-Related Univ.	415	3
SSHE Institution	103	1
Other State Agency	11	<1
Federal Agency	0	0
Municipal Govt.	0	0
Housing Authority	7	<1
Other	415	3
Total	14,329	100%

Table 6. Number and percentage of staff reported by types of organizations. Total number of staff does not agree with results for individual cells because four organizations did not indicate a type.

NUMBERS OF EACH STAFF TYPE



ALL ORGANIZATIONS (14,329 staff)

Figure 5

	Vol. Tutors	Other Vols.	F-T Teacher/ Coord.	P-T Teacher/ Coord.	Other Paid Staff
CBO	72	11	4	5	8
School District	30	6	16	30	19
Literacy Council	80	16	2	1	1
Intermediate Unit	60	7	6	22	5
All Organizations	70	11	4	9	6

Table 7. Percentage of total staff represented by each type of staff, by organization type.

AVERAGE NUMBER OF EACH STAFF TYPE
ALL ORGANIZATIONS

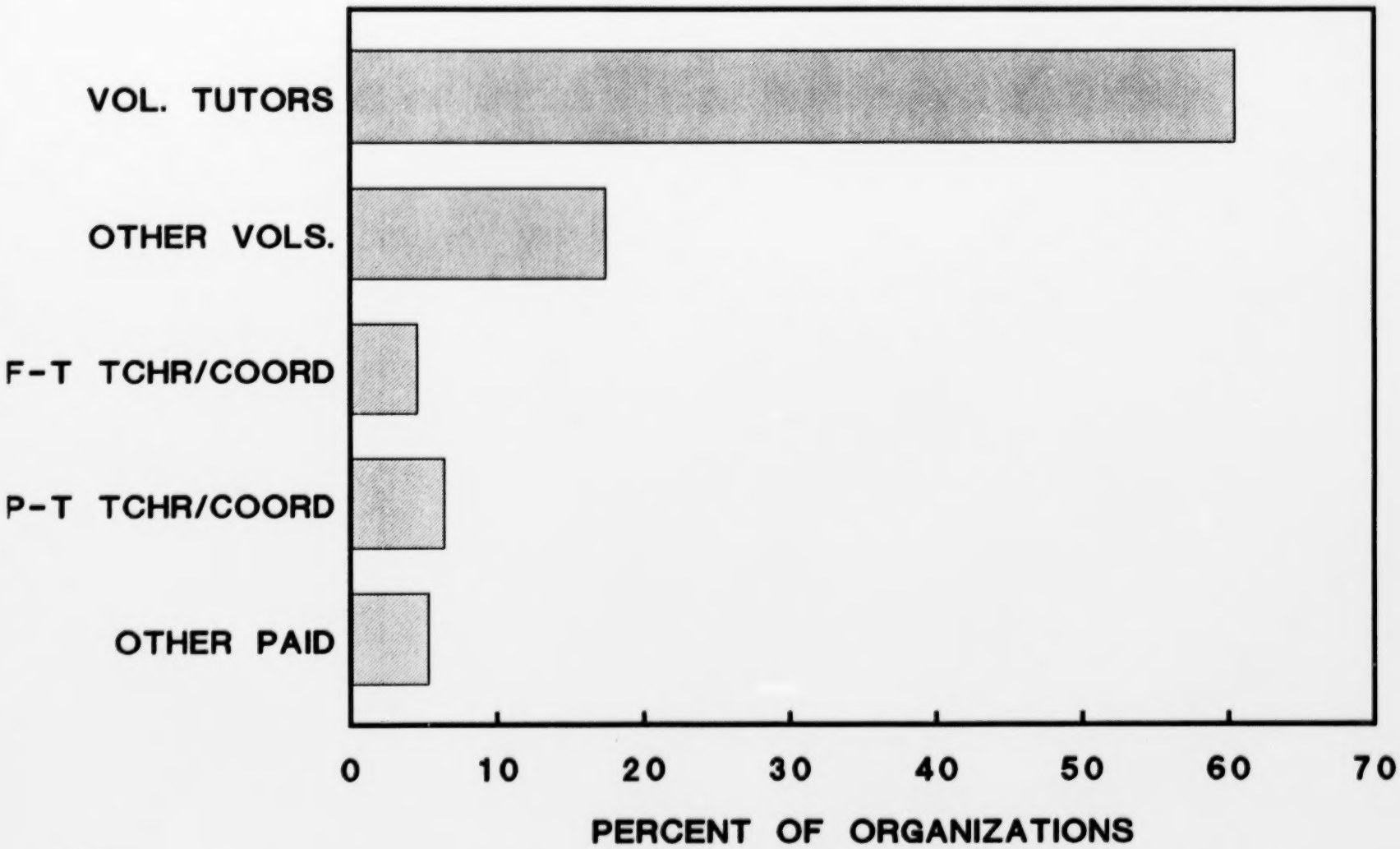


Figure 6

	Vol. Tutors	Other Vols.	F-T Teacher/ Coord.	P-T Teacher/ Coord.	Other Paid Staff
CBO	57.6	14.4	3.9	3.8	6.8
School District	21.7	8.7	8.7	6.5	6.8
Literacy Council	147.8	42.0	10.7	2.1	3.0
Intermediate Unit	104.1	32.7	7.8	19.4	4.9
All Organizations	60.4	17.4	4.6	6.4	5.3

Table 8. Average number of staff types reported by types of organizations.

TYPES OF SITES AT WHICH SERVICES ARE PROVIDED

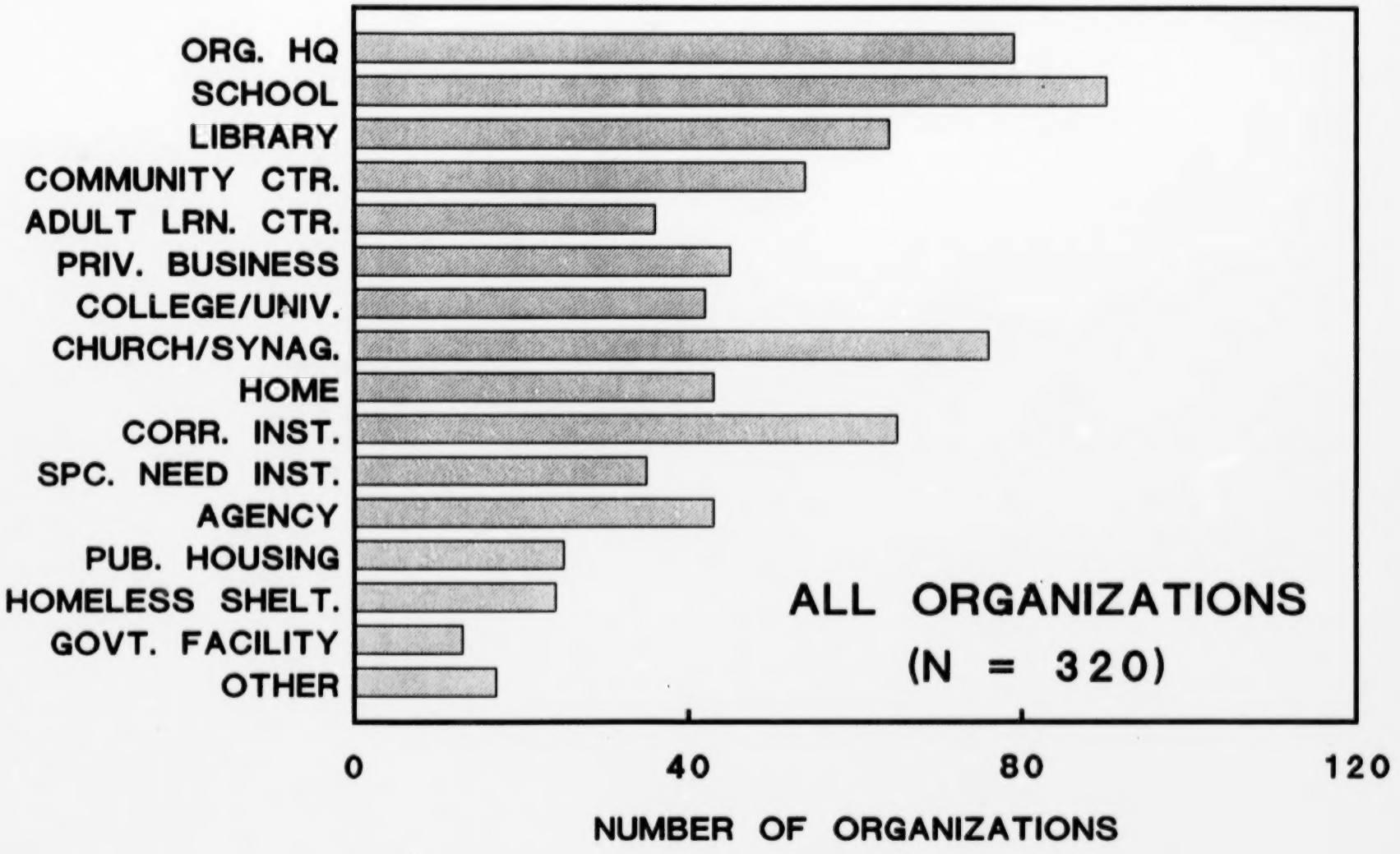


Figure 7

	Org. Headquarters	School	Library	Community Center	Adult Learning Center	Private Business	College/University	Church/Synagogue	Home	Correctional Inst.	Special Needs Inst.	Agency	Public Housing	Homeless Shelter	Government Facility	Other
CBO	49	13	17	29	13	16	7	25	15	13	8	25	12	11	4	8
School District	9	79	11	12	7	5	4	7	7	11	9	5	2	9	4	5
Literacy Council	46	27	68	36	18	36	36	55	59	41	23	27	9	9	9	0
Intermediate Unit	31	56	25	31	38	25	38	50	19	88	38	25	31	19	13	6
All Organizations	25	28	20	17	11	14	13	24	13	20	11	13	8	8	4	5

Table 9. Percentage of organizations using each type of site, by organization type.

METHODS OF OUTREACH USED FOR RECRUITMENT OF STUDENTS

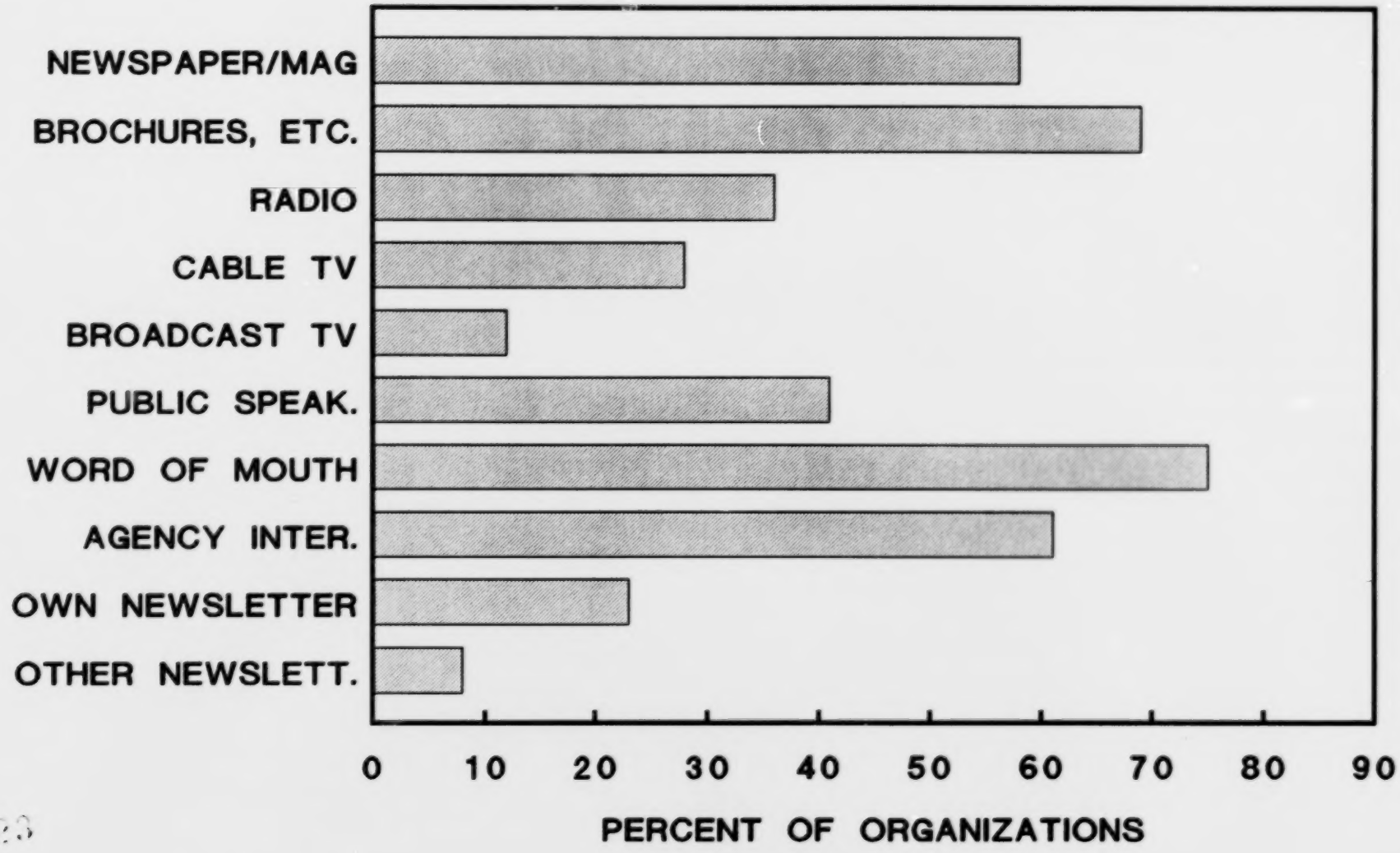


Figure 8

METHODS OF OUTREACH USED FOR RECRUITMENT OF VOLUNTEERS

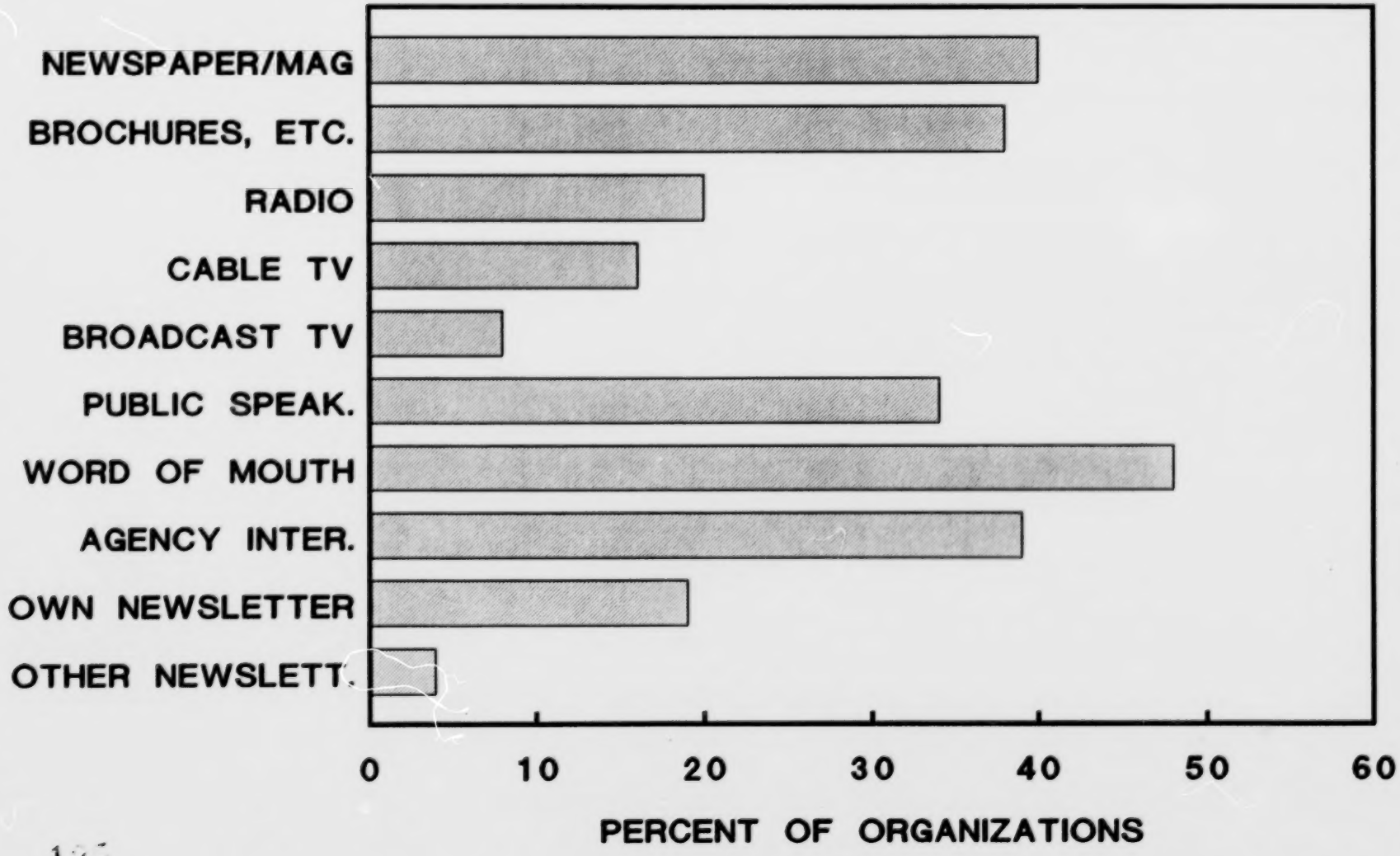


Figure 9

METHODS OF OUTREACH USED FOR PUBLIC RELATIONS

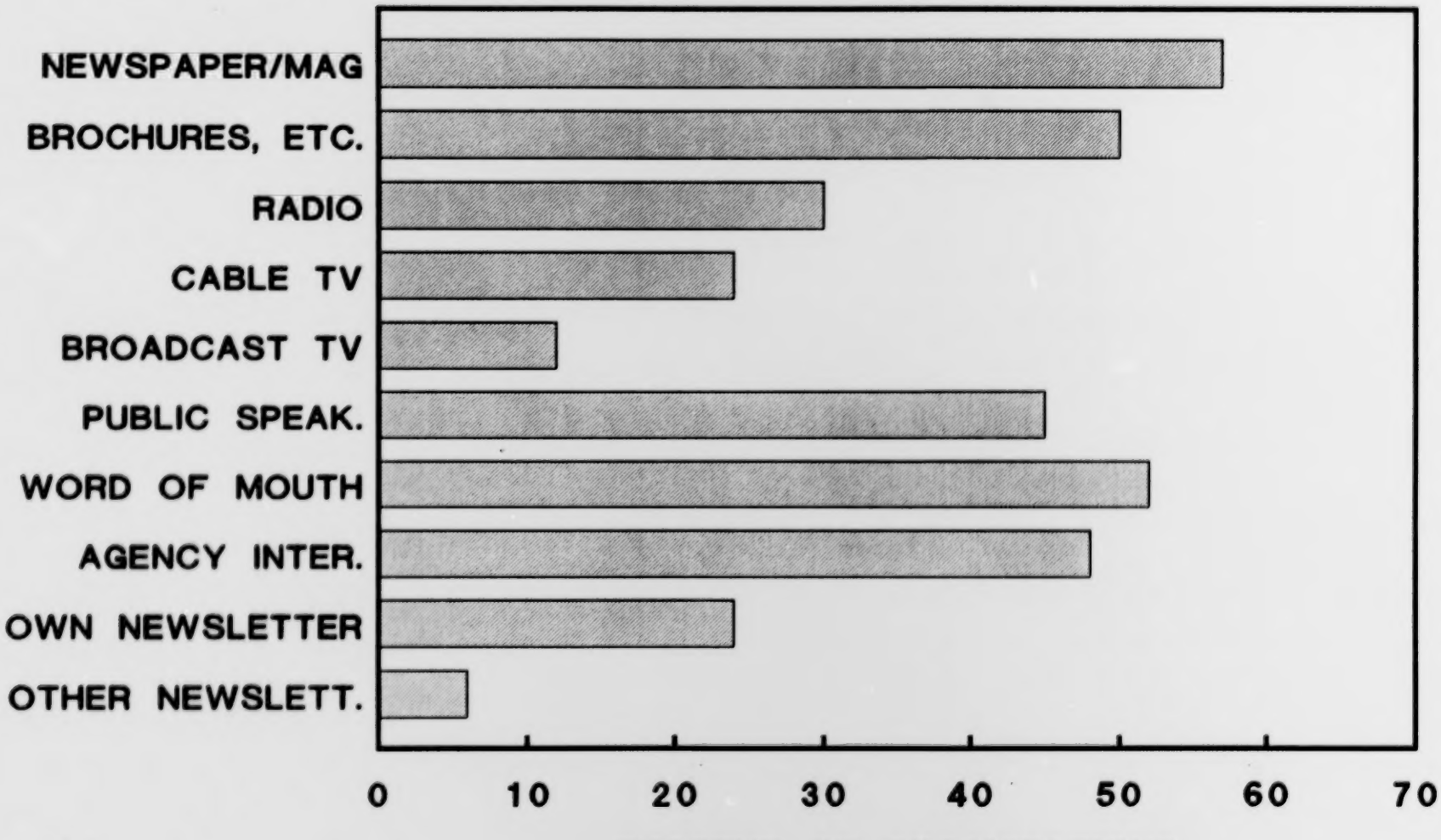


Figure 10

	Local Newspapers/ Magazines	Brochures/Fliers/ Posters	Radio	Cable TV	Broadcast TV	Public Speaking	Word of Mouth	Agency Interaction	Own Newsletter	Other Newsletter
CBO	59	80	40	32	17	42	86	78	29	9
School District	83	68	42	44	16	40	81	51	21	16
Literacy Council	91	91	68	64	32	82	100	82	41	9
Intermediate Unit	81	81	56	44	0	75	94	88	25	0
All Organizations	58	69	36	28	12	41	75	61	23	8

Table 10. Percentage of organizations using each outreach method for recruitment of students, by organization type.

	Local Newspapers/ Magazines	Brochures/Fliers/ Posters	Radio	Cable TV	Broadcast TV	Public Speaking	Word of Mouth	Agency Interaction	Own Newsletter	Other Newsletter
CBO	55	50	26	20	14	42	71	58	29	9
School District	19	16	5	9	4	16	28	18	4	4
Literacy Council	100	91	64	59	32	91	91	64	55	9
Intermediate Unit	56	56	25	13	0	56	56	50	19	0
All Organizations	40	38	20	16	8	34	48	39	19	4

Table 11. Percentage of organizations using each outreach method for recruitment of volunteers, by organization type.

	Local Newspapers/ Magazines	Brochures/Fliers/ Posters	Radio	Cable TV	Broadcast TV	Public Speaking	Word of Mouth	Agency Interaction	Own Newsletter	Other Newsletter
CBO	62	62	33	22	15	53	61	59	33	11
School District	65	49	33	35	18	42	60	37	18	12
Literacy Council	91	82	64	46	36	86	68	64	59	9
Intermediate Unit	88	56	38	31	0	88	81	88	31	0
All Organizations	57	50	30	24	12	45	52	48	24	6

Table 12. Percentage of organizations using each outreach method for public relations, by organization type.

TYPES OF TECHNOLOGY USED FOR INSTRUCTION

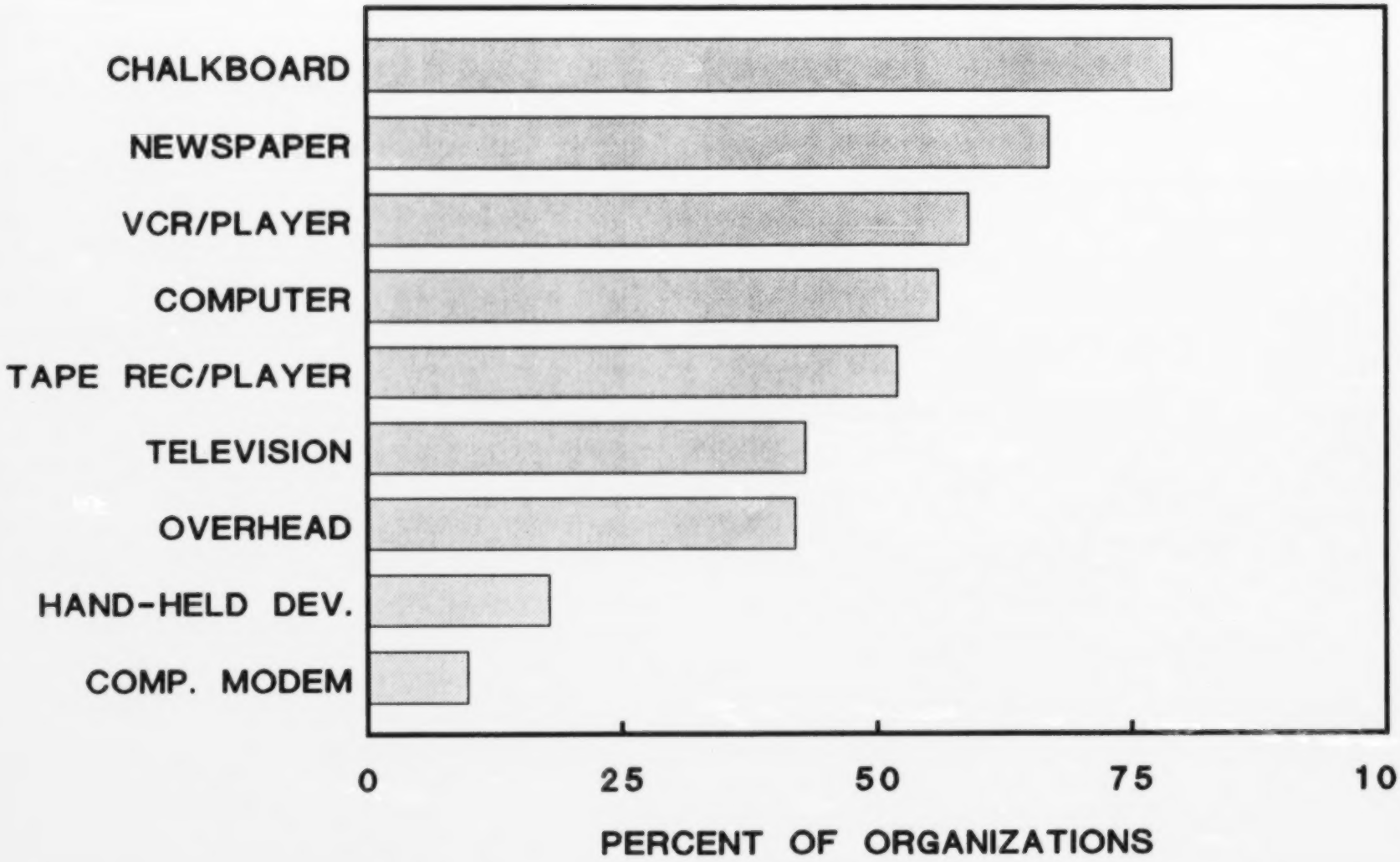


Figure 11

TYPES OF TECHNOLOGY ACCESSIBLE FOR STAFF TRAINING/INFORMATION SHARING

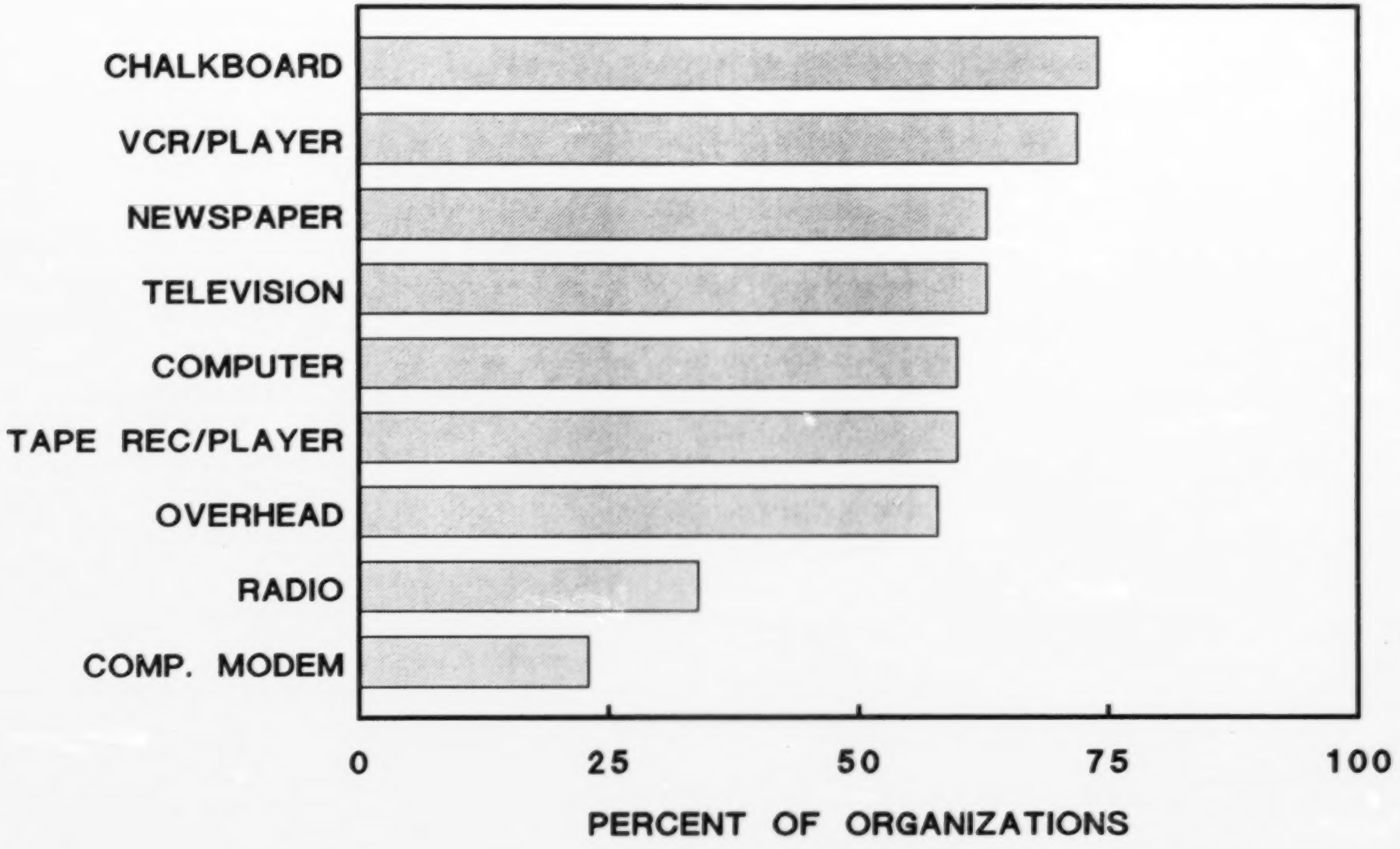


Figure 12

	Overhead Projector	Television	Video Recorder/Player	Audiotape Recorder/Player	Radio	Chalkboard	Newspaper	Hand-Held Learning Device	Stand-Alone Computer	Computer Modem	Networked Computer/FS	Integ. Learning System	Compact Disk	Int. Videodisk	Satt. Down/Uplink	Close-Captioning	Other
CBO	33	57	70	55	11	91	84	17	51	5	7	4	3	1	0	3	4
School District	72	54	72	60	11	90	65	25	68	25	42	12	16	9	7	0	2
Literacy Council	18	27	46	77	0	59	82	14	59	5	0	0	5	0	0	0	5
Intermediate Unit	75	56	69	63	13	100	88	6	63	0	0	0	13	6	0	0	0
All Organizations	42	43	59	52	8	79	67	18	53	10	14	7	8	4	3	1	5

Table 13. Percentage of organizations using each type of technology for instruction, by organization type.

	Overhead Projector	Television	Video Recorder/Player	Audiotape Recorder/Player	Radio	Chalkboard	Newspaper	Hand-Held Learning Device	Stand-Alone Computer	Computer Modem	Networked Computer/FS	Integ. Learning System	Compact Disk	Int. Videodisk	Satt. Down/Uplink	Close-Captioning	Other
CBO	50	70	72	59	34	80	66	13	54	14	9	4	1	3	3	3	3
School District	83	77	86	74	42	84	75	26	72	46	49	16	26	21	25	2	2
Literacy Council	50	55	77	68	18	82	64	9	55	9	0	0	0	0	5	0	5
Intermediate Unit	81	63	81	50	44	94	63	6	56	44	25	13	6	19	44	0	0
All Organizations	58	63	72	60	34	74	63	14	57	23	21	7	10	9	14	1	5

Table 14. Percentage of organizations with access to each type of technology for staff training, by organization type.

GOVERNMENT AND PRIVATE FUNDING

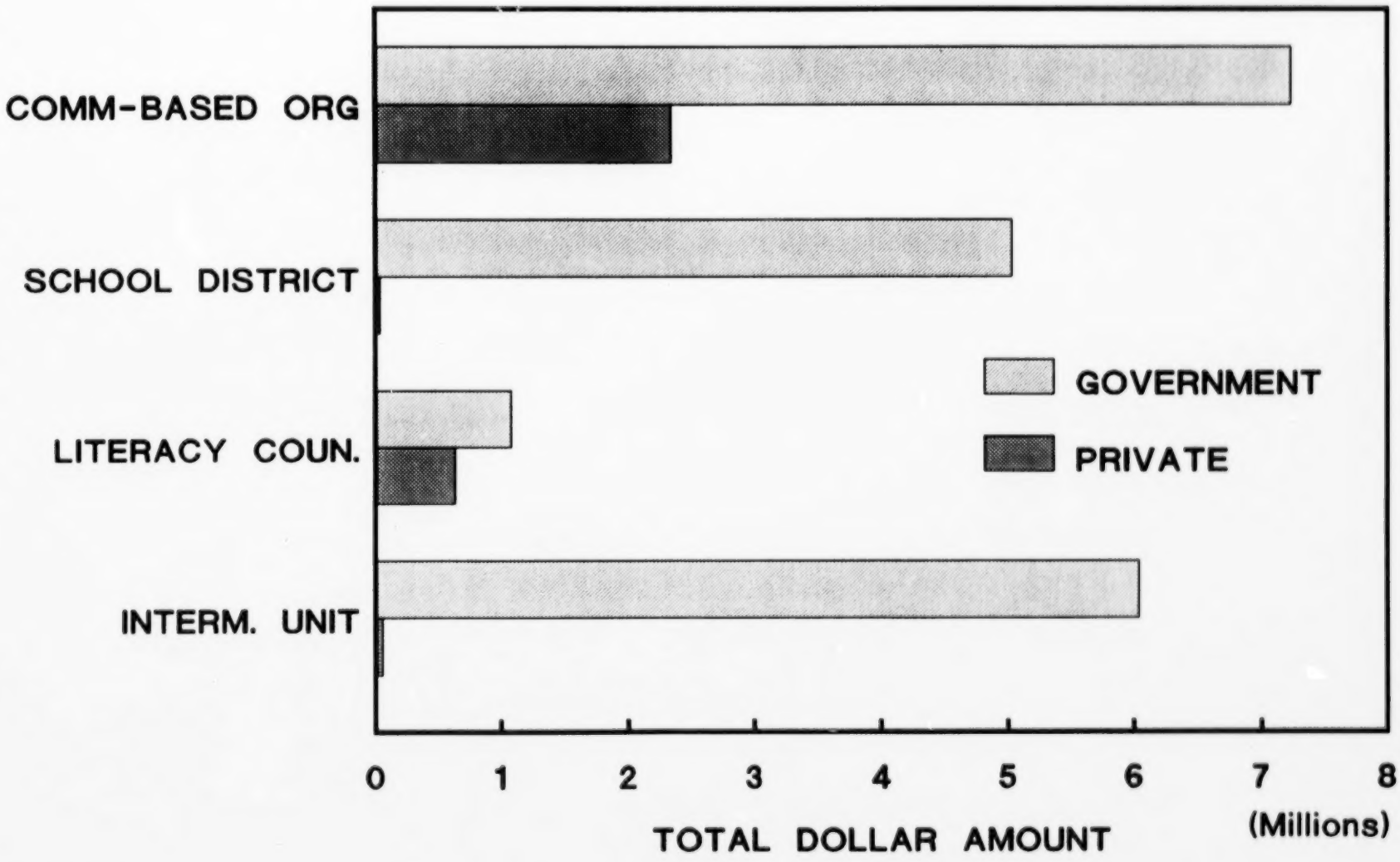


Figure 13

GOVERNMENT AND PRIVATE FUNDING

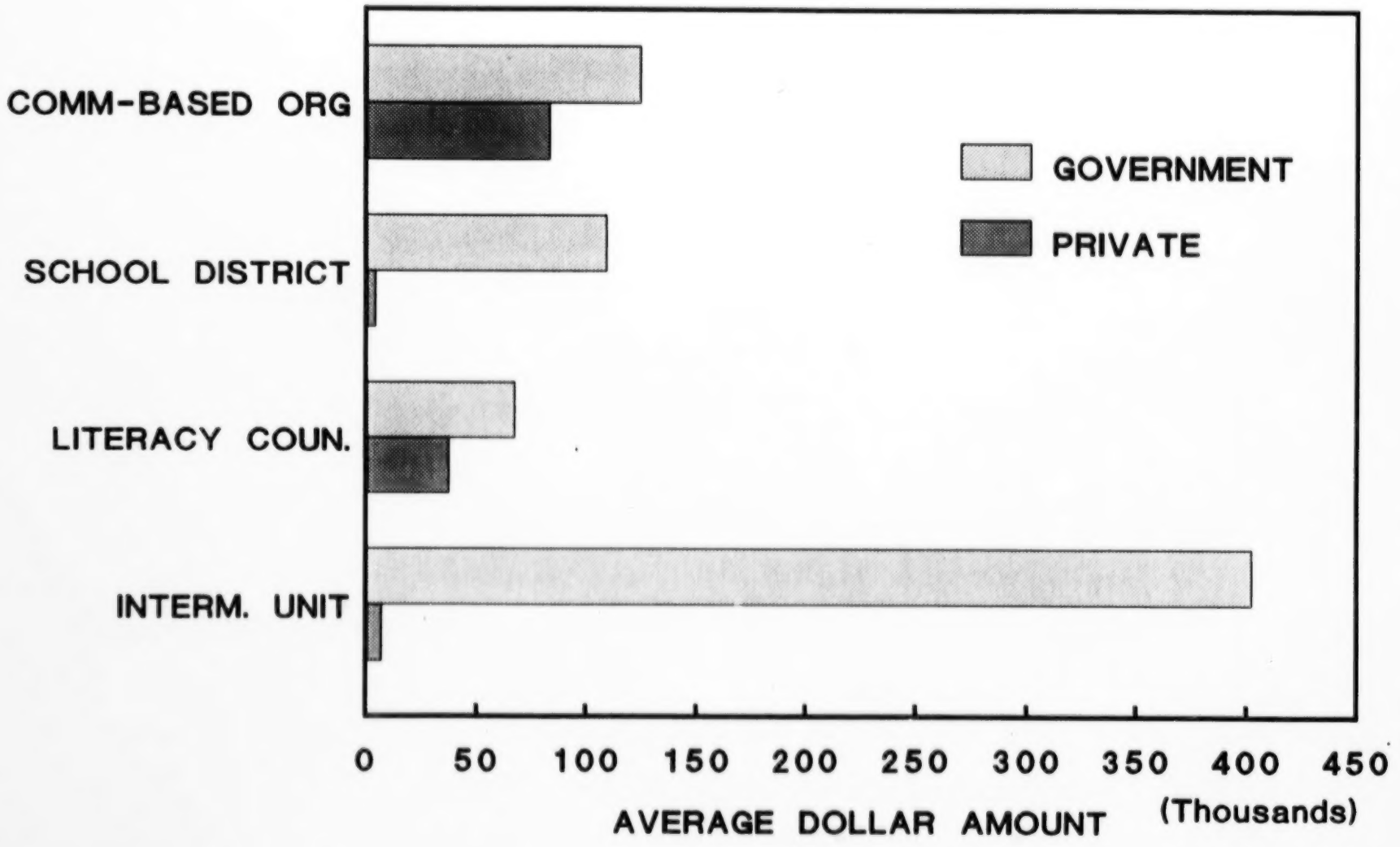


Figure 14

NUMBER OF ORGANIZATIONS RECEIVING PERCENTAGE CATEGORIES OF GOV. FUNDING

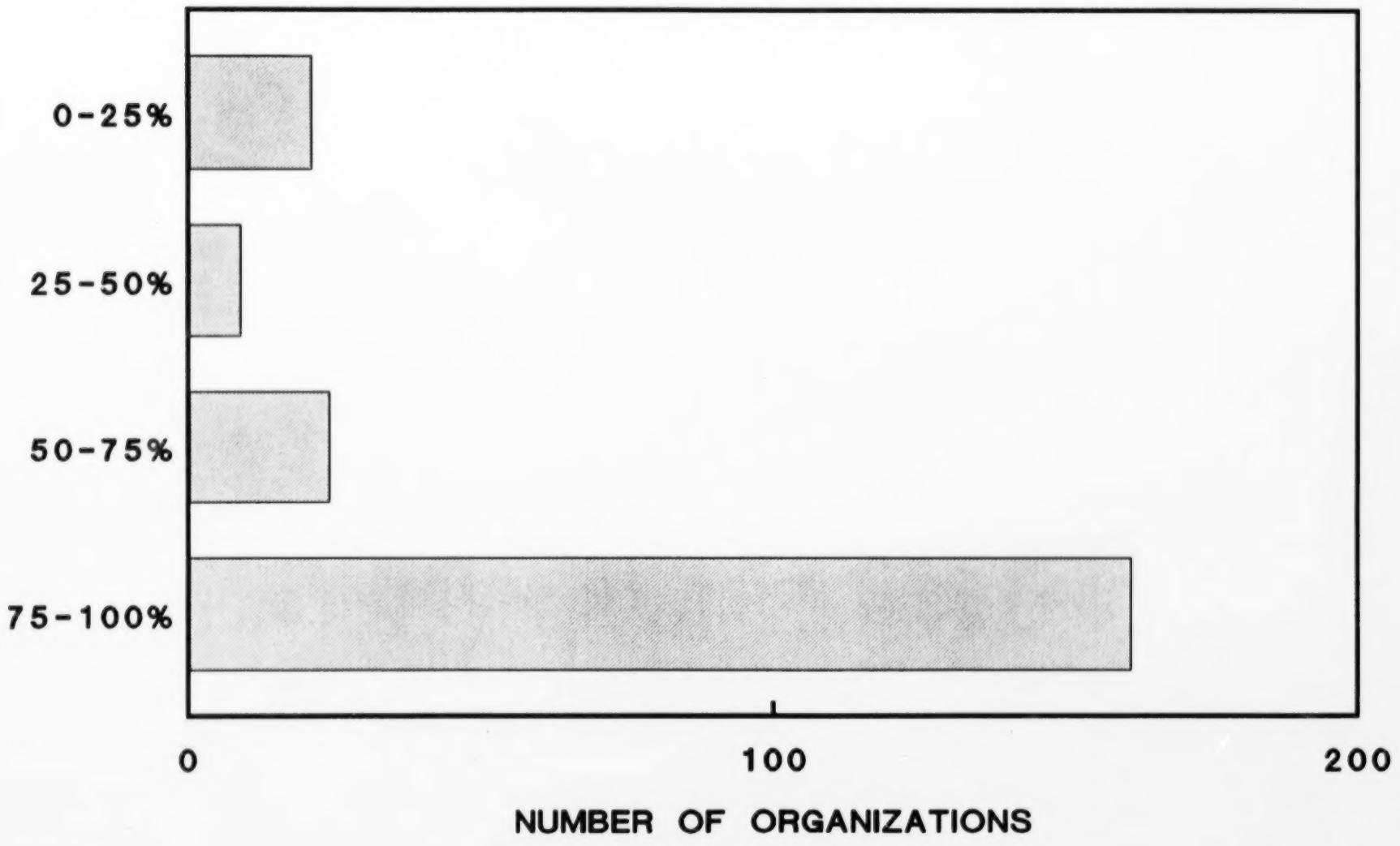


Figure 15

	75-100% Govt. Funding	50-75% Govt. Funding	25-50% Govt. Funding	0-25% Govt. Funding
CBO	45	5	6	5
School District	42	3	1	1
Literacy Council	5	11	0	2
Intermediate Unit	15	0	0	0
All Organizations	161	24	9	21

Table 15. Number of organizations receiving percentage categories of goverment funding, by organization type.